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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Myrtle Point School District

Myrtle Crest Elementary School

Updated 8/17/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Myrtle Crest Elementary School
Key Contact Person for this Plan	Allyson Backman
Phone Number of this Person	Work 541-572-1230 Cell 541-294-0759
Email Address of this Person	abackman@mpsd.k12.or.us
Sectors and position titles of those who informed the plan	Nanette Hagen-Superintendent and Maintenance Director Ally Backman-Elem. Principal and Parent Kayli Fandel-Jr./Sr. High Principal Kathleen Stauff-Special Ed. Director Donna Johnson-School Nurse Jordan Frank-IT Director Ranelle Morris-Transportation Supervisor Tami Gardner-Food Service Supervisor Julie Harris-Licensed Association President and parent Allison Richards-Classified Association President Laura Angulo-Coquille Tribe and Parent Bridgett Wheeler-Coquille Tribe and parent Cindy Peterson-Elem. Teacher Julie Duple- Elem. Title I Teacher Irene Logan-Elem. Teacher Mindy Hughes-MPHS Teacher Baylor Turnbow- Music Teacher Michael Hogan-Rotary Club President and Parent Walt Hogan-Rotary Member and Grandparent Myrtle Point School District Board of Directors
Local public health office(s) or officers(s)	Coos Health and Wellness, Kathy Cooley
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ally Backman-Principal
Intended Effective Dates for this Plan	08/01/2020-06/30/2021
ESD Region	South Coast ESD

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

We have a robust district team. We have worked with the Coquille Tribe to receive feedback on how this would impact their students and families specifically. We have surveyed all families in our district about re-opening and this includes EL, TAG, Sp.Ed., Economically Disadvantaged etc. Survey responses were used to revise the plan. The draft plan was shared on our website and Facebook. We again surveyed K-3 families about potential re-opening plans and considered those responses as plans were developed. The Board reviewed and solicited feedback on two occasions (the second time included provisions for Comprehensive Distance Learning to begin the year if metrics are not met for in-person reopening as well as K-3 exception opening) prior to approval on August 10, 2020.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

Comprehensive Distance Learning is being selected due to the metrics that were released on July 28, 2020. In order for families to have a finite plan for the start of school and the district to have time to implement the full CDL Framework with fidelity, we felt like given the current status of the State's COVID cases planning to begin the year with CDL for at least the first 9-weeks was the best option for our district. This is a natural grading progress period and if metrics are met by then, this timeline will provide a great transition pivot point to our hybrid plan for students and staff.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.

At this point we have reviewed the CDL Guidance both as an administrative team as well as our district-wide planning team. At this time, we feel we can meet all requirements within this guidance and do not need ODE to review any requirements for possible accommodations. We would like the ability to bring students on site in very small groups who need intervention, SDI and additional supports but we are waiting for further guidance to come on this topic.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

Comprehensive Distance Learning is the District's plan beginning September 15, 2020 for at least the first 9-weeks of school or until the state and county metrics are being met for on-site and/or hybrid instruction. Currently, Coos County meets the county metric for the K-3 exception and we intend to bring students on site in grades K-3 beginning September 15, 2020. We have CDL options available for K-3 if their families do not feel comfortable returning their children to on-site learning. We will also bring small numbers of students on-site for limited in-person instruction as needed.

Our plan includes 1:1 Chromebook roll out for students in grades 4-6. We will be utilizing Google Classroom. For the small number of students that have connectivity issues and wish to do CDL, we will still deploy Chromebooks to them but we will be placing their lessons on flash drives, including lesson recordings, so they can get as much of the similar instruction as their counterparts. These students will also receive paper packets consistent with what students that are on-site will receive. We will continue to work with our network and cellular carriers on connectivity issues and use our CDL Grant money to resolve issues as we are able.

We will begin the school year with CDL and we will begin Hybrid Learning once we have met both county and state level metrics for on-site in-person opening.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. 	<p>Disease Management Plan: The Myrtle Point School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The Myrtle Point School District Communicable Disease Management Plan, COVID-19 response plan and Board Policies GBEB, JHCC and GBEB/JHCC-AR will be followed.</p> <p>Staff Responsible for Maintaining Physical Distancing: Myrtle Crest Elementary: Ally Backman Transportation: Ranelle Morris</p> <p>Resource Staff:</p> <ul style="list-style-type: none"> - Coos Health and Wellness: Kathy Cooley - SCESD On-Site Nurse: Donna Johnson <p>Training Process: Utilizing both online and on-site trainings (as allowable and feasible), all staff (classified and certified) will be trained on the components of this</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>document as well as our policies and plans for managing the COVID pandemic.</p> <p>Reporting to LPHA: Logs of students and staff sent home with possible symptoms shall be sent to Coos Health and Wellness Public Health Department daily. Contract tracing shall be completed at their request.</p> <p>Isolation: Isolations rooms are identified below. Rooms shall be staffed when occupied. All occupants in room will wear masks unless health conditions prohibit such use.</p> <ul style="list-style-type: none"> ● Myrtle Crest Elem.: Health Room (formerly the Cub's Den)- School Nurse Donna Johnson (Library Assistant as back-up) ● Daily Logs- Contents and Maintenance: Daily logs for student cohorts shall be created and stored for each student cohort (transportation, on-site hybrid cohort, and intervention cohort(s) for applicable students). Such logs shall be available at the main office of each building. Bus records from school-home trips shall be delivered with the home-school records each morning with the exception of Friday logs which shall be scanned and sent via email to the office manager at the conclusion of the Friday routes (We are working on digital scanners for the schools and busses-the bus logs would be uploaded automatically to the online storage device as well if this works out). These logs will be maintained in an online storage system through October 1st of 2021 at a minimum. These logs shall be shared directly with the Coos Health and Wellness Public Health Department and may be used as needed for contract tracing purposes. Staff identified to maintain contract tracing logs: <ul style="list-style-type: none"> ● Myrtle Crest Elementary: Jaimie Blanton ● <p>Logs shall include:</p> <ul style="list-style-type: none"> ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information shall be maintained and accessed via TylerSIS. Coos Health and Wellness Public Health Department will be given access to student demographic information for contact tracing purposes. ● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers shall be logged along with their cohort interactions. It is our intention to use a digital ID scanner that

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>will automatically log the movement of staff in and out of classrooms and other school spaces where contacts must be tracked.</p> <p>Screening:</p> <ul style="list-style-type: none"> • Each cohort shall be assigned an entry meeting location. Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom • When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Coos Health and Wellness. • Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. <p>Disinfection: Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff. Coos Health and Wellness recommendations for cleaning and sanitizing will be followed and the plan will be revised accordingly as needed and directed.</p> <p>Outbreak Response: In the event of an outbreak, Superintendent Hagen will work directly with Coos Health and Wellness to implement, plan and make any updates/changes as may be necessary as per guidance from Coos Health and Wellness.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 	<p>Serving Students: All students (through parental/guardian confirmation) will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <ul style="list-style-type: none"> • Parents will be able to select the online or on-site model service option that is most appropriate for their student. • Students who experience disability will continue to receive specially designed instruction and such services shall be delivered as designed by the IEP team. • A school team, including the nurse, shall be available for parent concerns regarding 504 plan

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</p> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>needs or supports necessary for medically fragile or vulnerable students and/or family members.</p> <ul style="list-style-type: none"> • Medically vulnerable ELL will continue to receive English Language Development courses through the online or on-site hybrid option.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</p> <p>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p>	<p>Students in grades K-3 will be assigned a classroom teacher and will remain with this classroom teacher, and will be included in a cohort with the other like grade level classroom cohort for the day. Cohorts will be assigned to teachers to allow for the 35 square feet/person to be</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>followed. All staff and students shall be required to wear face coverings.</p> <p>Students in Need of Additional Support: In all circumstances, students shall receive grace when making mistakes regarding distancing requirements. Staff will be trained in redirecting and retraining students with such needs.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Contract tracing logs: Logs shall be supplied to Coos Health and Wellness daily for any students with symptoms.</p> <p>Entrances/Exits, Meals and Restrooms: Student cohorts are assigned to specific entrances/exits and restrooms. Meals times shall be hosted in the classroom.</p> <p>Cleaning: Please see section 1a.</p> <p>Staff Working with Multiple Cohorts: Staff members interacting with multiple cohorts shall wear masks and shall wash and/or sanitize hands between cohorts.</p> <p>Transportation Cohort</p> <ul style="list-style-type: none"> • Students will be assigned a transportation cohort. • Attendance on each bus shall be taken per route. <p>Intervention Cohort</p> <ul style="list-style-type: none"> • Students in need shall be assigned to an intervention cohort for Mondays. Students in need of additional services shall receive their additional instruction on Mondays. These cohorts shall be consistent for one quarter. <p>Maximum Cohort Assignment</p> <ul style="list-style-type: none"> • In most cases, students shall be assigned to a maximum of three cohorts with no more than 100 contacts during the instructional week (Tuesday through Friday instructional cohort, and intervention cohort) unless students participate in extra-curricular activities. • In some cases, students may also be assigned service cohorts for services such as speech, counseling, physical therapy, etc.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Communication</p> <ul style="list-style-type: none"> • A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all staff and families in their native language through print and electronically when available. • Additional communication regarding protocols will be shared with families and staff prior to the start of on-site instruction. <p>Updated communications will be provided in native languages as plans are adjusted as required throughout the school year.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Parent and Staff Education</p> <ul style="list-style-type: none"> • Families and staff will be provided with symptom lists and asked to check symptoms each morning prior to school and keep students home/stay home if symptomatic. • <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> • Each cohort shall be assigned an entry meeting location. • Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom • When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Coos Health and Wellness. • Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. <p>Logging for Contact Tracing</p> <ul style="list-style-type: none"> • Please see section 1a. <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff are required to make a report to their supervisor when they may have been exposed to COVID-19. • Staff are required to report when they have symptoms related to COVID-19.

OHA/ODE Requirements	Hybrid/Onsite Plan

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors/Volunteers <ul style="list-style-type: none"> Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Volunteers for extra-curricular activities must be approved by building principal. Such approved volunteers will be required to complete training on COVID protocols and this plan and sign a waiver in addition to regular trainings and background checks. Adults in schools are limited to essential personnel only. Essential visitors must wash or sanitize their hands upon entry and exit. Essential visitors must wear face coverings. Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . <input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> Students should not be left alone or unsupervised; Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; Provide additional instructional supports to effectively wear a face covering; Provide students adequate support to re-engage in safely wearing a face covering; Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.	Face Coverings or Shields Required: <ul style="list-style-type: none"> All staff (except bus drivers while driving). All students age 5 and older. Face coverings for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Face Shields or Plastic Barriers Required for: <ul style="list-style-type: none"> Speech Language Pathologists/Assistants or other adults providing articulation therapy. Front office staff. ADA or IDEA Accommodations If any staff or student requires an accommodation for the face covering or face shield requirements, the principal shall work with the staff member or the student and their family to help develop an alternative solution or for staff a reassignment of duties when possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ○ If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider required physical arrangements to reduce risk of disease transmission. Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. If able to do so safely, a symptomatic individual should wear a face covering. To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in</p>	<p>Isolation:</p> <ul style="list-style-type: none"> Bus: Students developing symptoms on the bus shall be seated in designated row and will be taken immediately to office upon arrival to the school for additional screening. Students with symptoms upon screening will be sent to the supervised isolation room until they may be transported home or picked up. Upon Arrival: Students shall be visually screened in their cohorts by their supervising staff. Students exhibiting symptoms will be directed to the isolation room for screening and appropriate care until they may be transported home or picked up During Day: Students and staff exhibiting symptoms shall be referred to the isolation room for screening. Isolation rooms are identified below. -Myrtle Crest Elem: Health Room (formerly the Cub's Den)- Nurse Donna Johnson will staff this room. The library assistant will be used in place of the nurse if the nurse is unavailable. <p>Transportation:</p> <ul style="list-style-type: none"> Students in need of transport to home or medical facility shall be transported utilizing the District owned minivan. Passengers will sit in the seat furthest from the driver unless such location is inaccessible for the patient. Patients being transported shall wear masks as will the driver unless health or physical limitations prohibit such. The van will be cleaned and sanitized following each use. Students in need of emergency transport to a medical facility shall be transported via ambulance. <p>Symptomatic Student/Staff Care and Re-Entry</p> <ul style="list-style-type: none"> Name and contact information for staff and students exhibiting symptoms shall be sent to the Coos Health and Wellness Public Health Department daily.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<ul style="list-style-type: none"> • Staff and students exhibiting symptoms will be provided with instructions in their native language on how to access Coos Health and Wellness Public Health Department. They will be encouraged to contact the public health provider, or their family doctor, for testing services. • Students and/or staff testing positive for COVID-19 will remain home for at least 14 days and will follow the guidance contained in this section of the ODE/OHA requirements prior to re-entry.



2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the **Ready Schools, Safe Learners** guidance).

2a. ENROLLMENT

(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <p><input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p> <p><input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</p>	<p>All students in grades K-3 will be enrolled in on-site education Tues.-Friday with limited in-person services on Monday for any students that need additional services based on the limited in-person guidance. Any parent/guardian of a student who cannot or does not wish to have their student attend due to a medical condition or otherwise will be consulted with to coordinate an educational program on/off site for that student.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	

2b. ATTENDANCE

(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p>Attendance: K-3 onsite during CDL will be taken at least once per day. For those K-3 students that are choosing to participate in a remote CDL program we will be following the guidance on page 29 of the Comprehensive Distance Learning Companion document in section 3B. See Below:</p> <ul style="list-style-type: none"> • Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher-designed and facilitated processes. <ul style="list-style-type: none"> • Interaction can be evidenced by any of the following or reasonable equivalents: <ul style="list-style-type: none"> • Participating in a video class; • Communication from the student to the teacher via chat, text message, <i>communication app</i> or email; • <i>A phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student;</i> • Posting completed coursework to a learning management system or web-based platform or via email; or • Turning in completed coursework on a given day. • When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent <i>for the day (grades K-5/self-contained) or class (grades 6-12/individual subject)</i>.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> • All students in grades 4-6 will be assigned a district-owned device for use in the school building. • Students take the device home for at-home use.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> Additional devices will be accessible for in-building use for students on-site during Limited In-Person instruction who have broken devices or devices left at home. School devices will be cleaned and sanitized between each use. <p>During check-out and check-in procedures, social distancing and safety measures will be utilized</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> Handwashing: All students will have access to hand washing or sanitizing prior to meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. Equipment: Sharing of supplies will be restricted when possible. All shared equipment will be cleaned between users. Events: Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow cohorting and social distancing guidance. Use of the building by outside groups will not be allowed. Use of facilities for District sponsored athletics and activities shall be coordinated through the Athletic Director and approved by the Principal. Transitions/Hallways: Hallways will include one-way traffic markings to reduce contact. Transitions by grade-level cohort groups will be staggered to reduce contact when feasible. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day as much as we are able. Personal Property: All personal property brought to school will be carried by the student throughout the school day in their backpack/bag or placed in a personal cubby. Personal property must be labeled with a student name and will only be used by the student. Restrooms: Visual reminders will be used in all restrooms to encourage hygienic practices including: handwashing techniques, covering coughs/sneezes, social distancing, facial coverings and COVID-19 symptoms.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival and Entry</p> <ul style="list-style-type: none"> • Each student cohort will be assigned an entrance point (i.e., a specific door) to the school building or to a meeting point. • In grades K-3 students will be served their breakfast, lunch and sack supper in their classroom. • Staff will be present at each entry or meeting point to visually screen students for symptoms and track cohort data. • Students identified as potentially symptomatic will be directed to the office and will follow previously described procedures. • Students will eat Breakfast in the classroom. Students must wash hands before breakfast. <p>Sign-In / Sign-Out Procedures</p> <ul style="list-style-type: none"> • Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. • Arrivals will be held in the secure entry vestibule in each building until screening is complete. <p>All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Classroom desks and tables will be arranged with students being at least six feet apart. Students will have assigned seats and will stay in their assigned seats throughout the day. • Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff. • Handwashing: All students will wash/sanitize their hands upon building entry and exit and prior to meals. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. 	<ul style="list-style-type: none"> • Playgrounds shall remain closed to the public. -Appropriate signage will be posted to advise the community. • Recess activities will be supervised in a manner conducive to social distancing.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> ● Students will access recess in their cohorts. ● Students will wash or sanitize their hands before going to recess and before returning to the building. <p>Playground equipment will be cleaned between cohorts. Staff rooms and common workspaces will be limited to single person usage at a time with physical distancing between adults.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<ul style="list-style-type: none"> ● Meals will be served to cohorts in their classrooms. ● All students and staff must wash/sanitize hands prior to meals and following meal consumption. ● Meals will be delivered to classrooms and disposable items will be used. <p>Each desk/table will be cleaned prior to meal consumption.</p> <ul style="list-style-type: none"> ● Staff will eat independently when others are not present. Staggering times for meals and breaks will occur to prevent congregation in shared spaces.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) 	<ul style="list-style-type: none"> ● The District will work with the Transportation Dept. to determine routes and times for routes. ● The transportation Supervisor will assure staff are trained and prepared to enact the District's plan. ● Bus routes will be adjusted to support cohorting students and maintaining: 1) 3 feet of distance between non-family members and 2) 6 feet of distance from drivers (except during loading, unloading and assisting students).

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>and keep six feet away from others. Continue transporting the student.</p> <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. ● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <p><input checked="" type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> <p><input checked="" type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</p> <p><input checked="" type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</p> <p><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.</p>	<ul style="list-style-type: none"> ● All drivers will wear masks or face shields while loading and unloading students (not while actually driving). ● Face coverings or face shields will be worn by all students in grade Kindergarten and up. ● Seats on each bus shall be identified for students exhibiting symptoms. Students exhibiting symptoms must: 1) Wear a face covering or face shield, 2) remain seated in designated location, 3) be transported immediately to school office upon arrival (drivers should call ahead to the school when possible so staff may assist). <p>Parents shall receive education on busing procedures and be offered the opportunity for consultation for students who may need additional support on the bus.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.</p> <p><input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.</p> <p><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p><input checked="" type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p> <p><input checked="" type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</p> <p><input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</p>	<ul style="list-style-type: none"> ● All frequently touched surfaces and shared objects will be cleaned at least three times per day. ● Door handles, desks and tables will be cleaned between cohort groups. ● Playground equipment will be cleaned and disinfected between cohort use. <p>Ventilation systems will be checked and maintained monthly by maintenance staff. Staff are encouraged to use the e-mail system to request assistance with any specialized needs beyond the monthly maintenance</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	All health plans will be developed collaboratively with SCESD School Nurse and Coos Health and Wellness Public Health Department

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input checked="" type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	N/A we are not a residential program.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency	During CDL, our limited on-site students in grades K-3 will receive instruction in and drills will be conducted per the

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>ORS and OAR requirements. The drills will be conducted on site for these grades and instruction will be for at least 30 minutes per month. During times when physical distancing cannot be maintained we will conduct drills in less than 15 minutes. Students will wash or sanitize their hands at the conclusion of the drills.</p> <p>Staff will be trained prior to K-3 coming on-site.</p>

2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input checked="" type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p>	<p>Getting Along Together lessons will be conducted daily in all classrooms during the first two weeks of on-site (K-3) and remotely to students in off site CDL (grades 4-6)</p> <p>Staff will follow protocol in the School-Wide Getting Along Together program to reduce antecedent events and triggers.</p> <p>The onsite mental health therapist as well as trained staff will be utilized to create a plan for known behavioral escalations.</p> <p>Safe Schools on-line training will be utilized for training staff in these elements.</p> <p>The district will use CPI training when they will be utilized to mitigate behavior.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>Protective Physical Intervention</p> <p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	<p>PPE and spaces will be sanitized after a physical encounter with a student.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>Please see the Myrtle Point School District Pandemic/Communicable Disease Plan and COVID-19 Response Plan</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<p>We will review and utilize the Planning for COVID-19 Scenarios in Schools.</p> <p>We will ensure continuous services and implement CDL.</p> <p>We will continue to provide meals for students.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>We will review and utilize the Planning for COVID-19 Scenarios in Schools.</p> <p>We will follow the CDC guidance for cleaning and disinfecting surfaces.</p> <p>We have made every consideration for smaller groups, cohorts and rotating schedules to allow for a safe return to school.</p>



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

- ☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

- ☒ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.

-  **4. Equity**
-  **5. Instruction**
-  **6. Family, Community, Engagement**
-  **7. Mental, Social, and Emotional Health**
-  **8. Staffing and Personnel**

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>