



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Mapleton Middle/High School
Key Contact Person for this Plan	Jodi O’Mara, Superintendent/Principal
Phone Number of this Person	54-268-4471 ext. 202
Email Address of this Person	jomara@mapleton.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent, Principal, School District Nurse, Maintenance/Transportation Supervisor, All Elementary Staff (certified and classified)
Local public health office(s) or officers(s)	Lane County Public Health (541-682-4041) Patrick Luedtke, MD, MPH – Senior Public Health Officer Lisandra Guzman, MD, MPH – Deputy Public Health Officer
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jodi O’Mara, Superintendent Brenda Moyer, MS/HS Principal
Intended Effective Dates for this Plan	March 3, 2021
ESD Region	Lane County

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.

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.

As a district, we collected survey data from Spring Distance Learning for All regarding successes and struggles, technology availability and needs for next school year, preferences of students and parents regarding learning model for the 20-21 school year, and intent to send students on site (if available) for instruction for the 20-21 school year. The survey link was provided to all students, families, and staff members to ensure effective representation and data from all levels of students, including demographics and our underserved and marginalized student/community groups. We provided paper copies of the survey upon request.

During on-site registration in early August, as a district, we surveyed our parents and students regarding the comprehensive distance learning model of instruction, access to nutrition services, technology needs, and internet availability.

In January, 2021, we again surveyed all of our families to determine intent to return to OnSite Learning or stay in Virtual Learning. We used this data to plan for a return to OnSite/Hybrid Learning. We offered both online and paper survey options to ensure all of our families had the opportunity to respond. We also contacted all families who did not respond to the survey to collect accurate data.

Approximately 80% of our families fall into the underserved and marginalized student population. Our survey data collected both electronically and in person represents those families.

3. Select which instructional model will be used:

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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>).

* **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.

Mapleton Middle/High School will be providing Comprehensive Distance Learning until state and county metrics are met. At that time, we will transition to a to an onsite learning model. We recognize that distance learning has significant impacts on our families and are thankful for the continued sacrifice of our staff and community. By beginning the 2020-2021 school year in CDL, it will allow staff and families to plan for a return to onsite/hybrid learning and the new protocols that will be in place.

Health and safety of our staff and community are top priority and while we would much prefer in-person instruction, we will scale towards these models in purposeful ways. As decisions are made regarding shifting to K-3 and limited on-site instruction, we will utilize our equity decision making tools to prioritize students who are not finding success in the comprehensive distance learning model, as well as students who have limited access to internet, students navigating poverty, homelessness, and foster care, students of color, students learning English, and students with disabilities when determining which students will attend for limited on-site instruction.

Finally, we learned a lot from Distance Learning for All in the Spring, both what works and what does not work. This fall, our CDL model will be far better because of the lessons learned and the feedback from our community. We will continuously seek feedback from our students, families, and staff. Our goal is to maximize connection, care, and learning from a distance until we can learn together in person.

Mapleton School District has been operating in Comprehensive Distance Learning since the opening of school this year. At this time, due to COVID-19 rates in our county, we are able to transition to Onsite Learning for our 7th-12th grade students. For families choosing to remain in CDL for the remainder of the 2020-2021 school year, we will be offering a Comprehensive Distance Learning program with opportunities to support social emotional learning.

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.

Mapleton School District has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled: "Comprehensive Distance Learning: A Companion to Ready School, Safe Learners." Our comprehensive distance learning model complies with all required guidelines.

We attest that we have reviewed and can meet the Comprehensive Distance Learning Guidance,.

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.

Mapleton School District is monitoring state and county data continuously and make decisions that meet the health, safety, and learning needs of our students, families, and staff. The guidance prioritizes elementary on-site instruction and limited on-site instruction (allowable in the exceptions). Mapleton meets the metrics to carefully phase On-Site learning model for our 7th-12th grade students. We have planned a careful phase-in to OnSite instruction that allows for all safety procedures and protocols required in this document to be met.

A district team will review the weekly metrics as shared by ODE each Monday.

Mapleton School District will begin a phased in approach to bringing back 7th-12th grade students back for OnSite instruction on March 3, 2021. We will also allow a CDL option for our families upon request.

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.



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"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. 	<p>Mapleton School District has updated our Communicable Disease Management Plan to specifically address the prevention of spread of COVID-19. This plan has been submitted to Lane County Public Health (541.682.4041) and will be available on our school website when approved by LCPH. All staff are being trained on risk mitigation practices and procedures and we are phasing in the start of Limited in Person Instruction in order to practice and train staff and students in expectations.</p> <p>We are working directly with Lane County Public Health and Kate Blair will be notified of any case we hear about through our community, as well, she informs us of confirmed and presumptive cases connected to our school communities.</p> <p>We continue to work together with Lane County Public Health and our Reopening Advisor from Lane ESD to inform our blueprints, Disease</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. <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, common areas, offices, table surfaces, 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. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> 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 Ready Schools, Safe Learners 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. <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. 	<p>Management Plan, and procedures as guidance and new research is provided by ODE and OHA.</p> <p>Pre-populated contact tracing logs are provided for every cohort and sign in sheets (no-pen provided) are located at every shared space (office, teacher workrooms), along with signage to remind about face coverings, handwashing, and distancing. Itinerant and district staff who move between buildings are keeping daily interaction logs. Contact tracing logs are kept securely for four weeks by Admin Brenda Moyer and will be provided to Lane County Public Health upon request.</p> <p>Superintendent Jodi O'Mara updates the weekly report to ODE to report instructional model and the number of students/cohorts on campus.</p> <p>In the case of student or staff illness, ODE's COVID Scenarios guide and consultation with Lane County Public Health will be used to inform communication and isolation, quarantine, and shift instructional models for individuals, cohorts, or the entire school.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information <p>☒ 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.</p> <p>☒ 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.</p> <p>☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.</p> <p>☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), 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>☒ 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. 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>☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</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. 	<p>Staff</p> <p><i>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</i></p> <ul style="list-style-type: none"> • Redeployed options could include: <ul style="list-style-type: none"> ○ On-line instruction and support ○ Maintenance projects, custodial work, office work without student/staff contact • Staff could consider all leave options as well <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with daily checks for participation and/or contact. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. <p>Visitors/Volunteers</p> <p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> <p>Medical grade PPE is available for interaction with students demonstrating symptoms.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ 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 or outside learning space (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. 	<p>Each room at the building has been measured and a capacity limit (based on 35 square foot per person limit) established and posted. OnSite Schedule utilizes rooms that easily fit a cohort of 20, with most cohorts limited to under 15 students.</p> <p>Capacity for Middle/High School Settings:</p> <ul style="list-style-type: none"> • Gymnasium (used for PE classes, lunch time recreation): 6,624 usable ft²: no more than 189 people • Boys' Locker Room: 925 usable ft²: no more than 26 people • Girls' Locker Room: 680 usable ft²: no more than 19 people • Commons Area/HS Lunch Space: 1,080 usable ft²: no more than 30 people with sinks • MS Lunch Space: 612 usable ft²: no more than 17 people • Classroom 1 (Science Room): 1,352 usable ft²: no more than 38 people • Classroom 2, 4, 5, and 10: 832 usable ft²: no more than 23 people • Classroom 3: 1,300 usable ft²: no more than 37 people with sinks • Classroom 6, 7: 744 usable ft²: no more than 21 people • Computer Lab: 644 usable ft²: no more than 18 people

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	<p>Student Population By Level and Grade attending OnSite Learning:</p> <p>7th grade = 9 8th grade = 7 9th grade = 9 10th grade = 7 11th grade = 7 12th grade = 12</p> <p>Physical distancing will be taught and reinforced through signage and instructions/reminders/positive reinforcement. Passing time is scheduled by “cohorts.” Entry and exit is structured to maintain distancing between students and to keep cohorts separate.</p> <p>Many staff meetings are held virtually, any in person trainings are held in gymnasiums, or outside as weather permits, and staff are physically distanced with well over 6 feet between participants.</p> <p>See section 1a for contact tracing log information.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups shall 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. <input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week ⁴ , unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards ⁵ , and peers. <input checked="" type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. <input checked="" type="checkbox"/> Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having	<p>Each room at the building has been measured and a capacity limit (based on 35 square foot per person limit) established and posted. OnSite Schedule utilizes rooms that easily fit a cohort of 20, with most cohorts limited to under 15 students.</p> <p><u>7th-12th Grade Classroom Cohorts</u> 7th & 8th Grade Cohort = 16 9th & 10th Grade Cohort = 16 11th & 12th Grade Cohort = 19</p> <p>Each grade level within the cohort has their own “homeroom” classroom.</p> <p>Each cohort is assigned their own bathroom, and sanitation/cleaning will be completed daily and between cohorts. Each bathroom is now gender neutral, and students will only use one at a time.</p> <p>Each student is assigned their own desk, which will not be shared across cohorts. Cleaning of shared surfaces (door handles, table surfaces) will occur between student uses using provided disinfecting wipes.</p> <p>Tracking attendance carefully within cohorts will be critical to support contact tracing. Contact tracing logs will be maintained each class period for each cohort, every day. ODE’s contact tracing log will be used in each classroom. Additionally, each staff member will keep their own individual contact log throughout each day.</p> <p>All cohort and individual logs will be compiled and kept for four weeks with our HS Admin, Brenda Moyer</p>

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.</p>	<p>Speech and Language Cohort (Itinerant staff)</p> <ul style="list-style-type: none"> This stable group is maintained as much as possible. Note* In the event the stable cohort is changed, the SLP will need to update the contact-tracing log. <p>Special Education staff push into cohorts for service.</p> <ul style="list-style-type: none"> To the extent possible, students receiving supports beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their grade band cohort. <ul style="list-style-type: none"> When student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements. <p>Transportation Cohort</p> <p>Is considered a stable cohort and will not exceed 20 total people on the bus. Cohort Logs will be maintained as stated above. Siblings will be required to sit with each other when appropriate to allow for every other seat to be unused on the bus.</p>

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input checked="" type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. OSHA has developed a model notification policy. <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school 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. <input checked="" type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> Develop a Return-to-Work protocol All staff trained on safety protocols and procedures. This includes periodic “refresher” trainings. Letter to families w/In Person expectations and when to stay home guidance. Include definition of close contact. Share protocols on website <p>Mapleton SD will utilize LCPH screener training, as well as conduct training for all staff on health and safety protocols outlined in RSSL guidance and this blueprint specifically.</p> <p>ODEs COVID-19 scenario guidance will be utilized in the case of someone who presents with symptoms or is a presumed or confirmed case. Communication with staff, families, and the community will utilize the templates available in this document. This blueprint will be available on our website and in the front office by request.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new 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 must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • 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 <p><input checked="" type="checkbox"/> Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> 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 “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must 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. See the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> 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>	<p>Screening Students: Students will be visually screened by the staff when arriving on campus and when taking the bus. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p>Entry</p> <p>During OnSite instruction students will enter through designated door and move directly into their assigned classrooms. Cohorts will be no more than 20 students.</p> <ul style="list-style-type: none"> • Students will wash hands upon entry to school and classroom <p>Mapleton SD will teach and regularly remind staff and students to wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Hand sanitizer use will be required at school and bus entry.</p> <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff are required to report to the administrator when they may have been exposed to COVID-19. • Staff are required to report to the administrator when they have primary or secondary symptoms related to COVID-19. <p>School District staff will follow Lane County Public Health guidance on quarantine for exposed students/staff.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <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. <p><input type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school</p>	<p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.</p>	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p> <p><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</p> <p><input checked="" type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p><input checked="" type="checkbox"/> Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <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 must not be left alone or unsupervised; ○ Designated area or chair must 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. <p><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 shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <p><input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to</p>	<div data-bbox="873 464 1458 793" data-label="Image"> <p>The infographic is contained within a blue-bordered box and features three distinct sections. On the left, a cartoon character of a girl with a green leafy headband and a blue face covering is shown. Below her is the text: 'Face covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.' In the center, a blue line-art diagram of a face shield is shown. Below it is the text: 'Face shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.' On the right, a white rectangular clear plastic barrier is shown. Below it is the text: 'Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often.'</p> </div> <p>All staff and K-12 grade students will be required to wear face coverings (defined as a mask or double layer gaiter) or a face shield with a face covering at all times, unless they have medical conditions and a physician’s order that prevents them from doing so. In these cases, a plan will be developed that provides students appropriate access to education while maintaining health and safety protocols.</p> <p>If a staff member or student requires an accommodation for the face covering or face shield with face covering requirements, Mapleton SD work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p> <p>Face coverings are provided for students at bus and/or school entry and classroom entry, in the case they do not have one.</p> <p>Mask “breaks” will be provided on an individual basis. Students will take mask breaks outside in a designated area for a short period of time. They will be monitored by a staff member.</p>

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minimize the possibility of exposure. Appropriate accommodations could include:

- 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 must 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, or the current plan in effect for the student if appropriately developed after March of 2020.
 - 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:
 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. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
 - For 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:
 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.
 - 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 shall 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. See the COVID-19 Exclusion Summary Guide.</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 if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • 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 for providing care to students with complex needs. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, 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 nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall 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 shall 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>	<ul style="list-style-type: none"> • A separate location with an outside door will serve as isolation room. • An isolation log will be kept, and medical grade PPE available for staff interacting with any student or staff member demonstrating primary or secondary symptoms. Our school principal will consult weekly with nurse on updates for plan and isolation measures taken to that point. • All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation room. • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • The isolation room will be thoroughly cleaned and disinfected, by staff wearing medical grade PPE, once the student is picked up from the isolation room. • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: <ul style="list-style-type: none"> ○ Name of students sent home for illness, cause of illness, time of onset; and ○ Name of students visiting the office for illness symptoms, even if not sent home. • Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school, as defined by LCPH and COVID scenario guidance.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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.” <input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). <input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. <input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.	



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
<input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <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: <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. <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. <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.	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines. • No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 14 days

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. <input checked="" type="checkbox"/> 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
<input checked="" type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> Attendance will be taken daily on instructional days. Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. Secretary will notify the principal when the absence rate has increased by 20% or more. The principal (or designee) will report this increase to the nurse. Students remaining in CDL will have daily checkin with the school Counselor to set daily goals. There is also a mandatory Zoom meeting with support staff to ensure communication with CDL students and families is occurring.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<ul style="list-style-type: none"> Technology is provided to students for use during OnSite Instruction – cleaning protocols have been developed for students to clean their devices when brought to school. Technology Use forms provided to and signed by every parent prior to giving student access to device. HotSpot to assist with internet connectivity provided to families, if appropriate, upon request.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent	<ul style="list-style-type: none"> Handwashing: All students will have access to hand washing before eating, when changing classrooms and returning from PE. All students will be provided the opportunity for frequent hand washing throughout the school day. Hand sanitizer: Available at every entrance and exit (exterior

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>meetings and other large gatherings to meet requirements for physical distancing.</p> <ul style="list-style-type: none"> ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). 	<p>doors and interior doors)</p> <ul style="list-style-type: none"> ● Equipment: All classrooms will limit shared supplies to the greatest extent possible. Each cohort will have their own recess equipment. PE equipment will be cleaned and sanitized before use by another student or cohort group. ● Events: Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. ● Transitions/Hallways: Hallway traffic direction marked to show travel flow. ● Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. <ul style="list-style-type: none"> ● Students will be provided an individual “cubby” to store their personal items in.

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>Screening Students: Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p>Entry</p> <ul style="list-style-type: none"> ● Students enter school through the Anchor Doors ● Students will wash hands/sanitize in classroom upon entry. ● Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> ○ Staff will fill in the information and not allow a shared pen/paper. ○ Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. ● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. ● Share with families the need to keep drop-off/pick-up interactions as brief as possible. ● Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot. <p>Dismissal</p> <ul style="list-style-type: none"> ● Students will remain in their assigned cohort at the end of day until released by intercom. ● Cohorts will be individually released by an announcement over the intercom one cohort at a time. ● Upon release all students in the cohort will go directly to their bus or departure point from campus.

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 shall 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: Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. • 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 frequently. Hand sanitizer and tissues will be available for use by students and staff. • Handwashing: All students will have access to hand washing before eating, when changing classrooms and returning from PE. All students will be provided the opportunity for frequent hand washing throughout the school day. • Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. • Furniture: All upholstered furniture and soft seating has been removed from the school building. • Classroom Procedures: All PK-6 classes will use an assigned cubby or storage spaces for individual student belongings; All shared spaces (e.g., computer lab, library, gymnasium) will be cleaned between cohort use. • Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ 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. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily 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 the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break 	<ul style="list-style-type: none"> • Playground(s) will remain closed for public use. School will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered scheduled throughout the school day. • Each grade level cohort is assigned their own bathroom, and sanitation/cleaning will be completed daily and between cohorts. Each bathroom is now gender neutral, and students will only use one at a time.

OHA/ODE Requirements	Hybrid/Onsite Plan
rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. <input checked="" type="checkbox"/> Students and staff 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 shall be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. 	<p>Breakfast</p> <ul style="list-style-type: none"> • All students are provided a “grab-n-go” breakfast upon entering the building. <ul style="list-style-type: none"> ○ Students have access to hand sanitizer upon entry and prior to eating breakfast <p>Lunch</p> <ul style="list-style-type: none"> • Cohort lunch schedules will be staggered for 7th/8th grade, 9th/10th grade, 11th/12th grade. Students will site at least 6 feet apart with designated signage providing guidance. <ul style="list-style-type: none"> ○ Students will use hand sanitizer or wash hands prior to eating lunch ○ 7th/8th graders receive a “grab-n-go” lunch and go to their designated lunch area from 11:00-11:30 ○ 9th/10th graders receive a “grab-n-go” lunch and go to their designated lunch area from 11:10-11:40 ○ 11th/12th graders receive a “grab-n-go” lunch and go to their designated lunch area from 12:12-12:43 <i>This allows for cleaning between cohort use</i>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. 	<ul style="list-style-type: none"> • Bus drivers are required to wear facial coverings (defined as a face mask for double layer gaiter). Facial coverings will be provided , as well as face shields, if requested, for drivers. • Each bus driver/staff will be required to: <ul style="list-style-type: none"> ○ Ensure all students are wearing an approved facial covering when entering/exiting the bus ○ Visually screen students for illness <ul style="list-style-type: none"> ▪ follow entry and screening procedures ○ Maintain logs for contact-tracing using procedures from 1a above.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must 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 covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must 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. ☒ 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. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the Ready Schools, Safe Learners guidance. ☒ 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). ☒ Face coverings for all students, applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	<ul style="list-style-type: none"> ○ Provide hand sanitizer for students as then enter and exit the bus. • Each bus will have: <ul style="list-style-type: none"> ○ the recommend three (3) feet of physical distance between passengers ○ the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate. ○ Isolation seat as required in RSSL ○ Masks provided for students who do not have one ○ The front windows (one on each side) will be opened at least 1 inch to allow for fresh air/ventilation • Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. • Clean and sanitize buses between cohort routes. • Meet 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.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ 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 	<ul style="list-style-type: none"> • A sanitization schedule will be developed to ensure all frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) are cleaned between uses by different cohorts, but not less than once daily. Schedule will also include cleaning between cohort use and cleaning of bathrooms at least twice a day. <ul style="list-style-type: none"> • Follow CDC guidelines for cleaning. • Ventilation systems will be checked and maintained monthly by maintenance staff. • It is recommended that classrooms maintain fresh air by opening at least one window when students are present.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schools with HVAC systems must 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 shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) <input checked="" type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. <input checked="" type="checkbox"/> All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. <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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <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 must 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
<ul style="list-style-type: none"> <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). 	<ul style="list-style-type: none"> • Nurse primary in supporting the development of this plan. • Designated staff can implement plan. • A plan for maintaining health services for all students.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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 	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</p> <ul style="list-style-type: none"> • 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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <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. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance. <input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student transportation off-campus is limited to medical care. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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 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"> • Emergency drills will be conducted to ensure all Cohorts receive training on expectations for Fire Drills, Earthquake Drills and Active Threat Drills within two weeks of reopening to full onsite learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 must 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 type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input 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 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 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>	

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><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"> • Staff will be instructed in the components of Collaborative Problem Solving to continually provide instruction and skill-building/training related to student’s demonstrated lagging skills. • Proactive/preventative steps will be taken to reduce antecedent events and triggers within the school environment • Proactive planning will be utilized to develop behavior management plans for students. • Daily routines and schedules will be created to reduce anxiety and stress caused by changes in schedule. • Staff who support students who may become dysregulated, escalated, and/or exhibit self-regulatory challenges will be trained to support de-escalation, provide lagging skill instruction and implement alternatives to restraint and seclusion • Public health and safety requirements will be taken into consideration as behavior plans are developed. • All physical spaced used to provide students with a location to de-escalate will be cleaned and sanitized in between student use. • Reusable PPE will not be used – new PPE will be provided to staff/students following any physical intervention

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <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>	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.</p>	<p>We will not be reusing PPE equipment. New equipment will be provided when needed following any physical intervention.</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. 	<ul style="list-style-type: none"> • All staff are trained have been provided the "Planning for COVID-19 Scenarios in Schools" protocols. <ul style="list-style-type: none"> • Key staff are trained in implementing the "Planning for COVID-19 Scenarios in Schools" protocols • Lane County Public Health has provided contact tracing protocols for staff involved <ul style="list-style-type: none"> • When LCPH is in "surge", Mapleton School District will designate staff to complete the Contact Tracing and communicate with Lane County Public Health

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. 	<ul style="list-style-type: none"> • Key staff are trained in implementing and responding appropriately with the "Planning for COVID-19 Scenarios in Schools" protocols • CDL will be provided for students who are in quarantine due to COVID-19 protocols. • Meals will continue to be provided to students who are not attending OnSite learning.

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. 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. 	<ul style="list-style-type: none"> • Key staff are trained in implementing and responding appropriately with the "Planning for COVID-19 Scenarios in Schools" protocols • If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes. • We have developed instructional models that support all learners in comprehensive distance learning.



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>