



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 3/24/2021

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lewis & Clark Montessori Charter School (Gresham-Barlow School District)
Key Contact Person for this Plan	Courtney McWilliams
Phone Number of this Person	503-427-0803
Email Address of this Person	<a href="mailto:cmcwilliams@lcmcs.org">cmcwilliams@lcmcs.org</a>
Sectors and position titles of those who informed the plan	Courtney McWilliams, Executive Director Peter Jensen, Administrative Director Tami O’Kinsella, Director of Education Brian Pasko, Board Chair Lora Modlin, Faculty advisor, 1-6 grades, Art Science Christi Johnson, Compliance Coordinator Cathy Shaddix, Student Success (IEP, 504, SAT)
Local public health office(s) or officers(s)	Clackamas County [503-742-5300] as physical location of school & Multnomah County [503-988-3674], as physical location of sponsoring school district. Multiple additional counties as our enrollment pulls from 14 different school districts.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Courtney McWilliams
Intended Effective Dates for this Plan	April 5, 2021-June 4, 2021
ESD Region	Multnomah

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

- 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.

Public Board Meetings  
 Social Media Q&A  
 Internal Work Groups  
 Diversity, Equity, Inclusion Committee of Board

- Indicate which instructional model will be used.

Select One:

- On-Site Learning     
  Hybrid Learning     
  Comprehensive Distance Learning

- 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).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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.

- For students remaining in CDL, our distance learning model incorporates all required elements as defined in the Comprehensive Distance Learning Guidance:
- A blend of synchronous and asynchronous learning, aligned with the instructional time requirements for teacher led and applied learning in the guidance
  - All services as defined in Title, TAG, ESSA, IDEA and ADA
  - Meeting Division 22 standard for a Charter School
  - Regular and predictable schedule for online group check-ins with teacher/classmates for social and emotional connections
  - Weekly 1:1 meeting with student and teacher for academic analysis, technology needs, personal connection, and feedback
  - Access to nutrition (provided by sponsor school district)
  - Cohesive standards of practice in providing curriculum that lead to academic success in a virtual environment
  - Parent education for families to help support knowledge and skills needed to support student with technology and platforms
  - Ongoing professional development and collaboration among staff to adhere to state learning guidelines while protecting the integrity of our alternative learning philosophy (Montessori).
  - Administering of remote easyCBM for data points and baseline assessments

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.

Lewis & Clark Montessori Charter School will switch to the Hybrid Learning Plan when school resumes after spring break following current Clackamas and Multnomah County metrics. All LCMCS families have been made aware of this plan and once notification has been received by the local public health agency that conditions have been met allowing the school to enact the Hybrid Learning Model, all families will be notified and a transition plan will be provided for students who will return to campus.

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

# ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



## 0. Community Health Metrics

### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



## 1. Public Health Protocols

### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input 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.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> </ul>	<p>1) LCMCS will implement the following measures to limit Covid-19 spread within the school setting (Sections of Ready Schools, Safe Learners provided):</p> <ul style="list-style-type: none"> <li>A. Implement established physical distancing and personal hygiene routines for staff and students. (Section 1C/2D/1H)</li> <li>B. Implement established routines of all learning spaces and learning tools. (Sections 2C/2D/2F/2G/2J)</li> <li>C. Implement established stable cohorts for instruction and lunch/recess periods. (Section 1D/2G/2H)</li> <li>D. Implement established entry and screening procedures for students, staff, and visitors. (Section 1F)</li> <li>E. Implement established routines for arrival and dismissal. (See Section 2E)</li> <li>F. Limit visitors and volunteers to essential functions only. (See Section 1G)</li> <li>G. Implement established protocols for face coverings and face shields. (See Section 1H)</li> <li>H. Implement established isolation protocols for exposed and symptomatic students and staff in all locations, including bus stops. (See Section 1I)</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance). <input 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a> . <ul style="list-style-type: none"> <li>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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> <input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>Child's name</li> <li>Drop off/pick up time</li> <li>Parent/guardian name and emergency contact information</li> <li>All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <input 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).	<p>2) LCMCS will follow the Communicable Disease Plan established by our sponsoring district, Gresham-Barlow School District.</p> <p>3) LCMCS Executive Director and Administrative Director will enforce and implement established physical distancing requirements that are consistent with ODE and OHA guidance.</p> <p>4) LCMCS will consult regularly with Multnomah and Clackamas County Health Authority, and the Multnomah ESD.</p> <p>5) All staff will attend required Ready Schools, Safe Learning training throughout the weeks of August 17-28, 2020 (in-service). LCMCS has increased staff in-service by an additional week to allow for this preparation and training. Training will be conducted virtually with level groups and breakout sessions.</p> <p>6) LCMCS will notify public health authorities according to the GBSD Communicable Diseases Plan. (Link provided above)</p> <p>7) LCMCS developed a plan to disinfect all school areas. (Sections 2C/2D/2F/2G/2J)</p> <p>8) LCMCS will follow GBSD Communicable Diseases Policy to report clusters of illnesses among students and/or staff. (Link provided above)</p> <p>9) LCMCS will follow GBSD Communicable Diseases Policy to cooperate with Multnomah and Clackamas County Health Authority recommendations and to provide requested information in a timely manner. (Link provided above)</p> <p>10) LCMCS will implement established routines for screening of staff and students.</p> <p>11) LCMCS will implement established isolation Protocols –Blueprint Section 1</p> <p>12) LCMCS will implement its plan for communication to the School Community-- Blueprint Section 1E</p> <p>13/14/15) LCMCS Administrative Director will work with Compliance Coordinator to create and maintain stable cohort logs and individual student logs for those who are not part of a stable cohort. Logs will meet <b>Ready Schools, Safe Learners</b> guidelines.</p> <p>16/17) LCMCS will follow outbreak and exposure protocols</p>

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b> <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law ( <a href="#">ORS 336.201</a> ) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> <li>Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> </ol>	<p>Opportunity has been provided to all students and staff to document information pertaining to vulnerable health conditions for self and/or immediate family member. Additional open opportunities remain.</p> <ul style="list-style-type: none"> <li>Staff consists of licensed, classified and contractual employees. Accommodations will be made to support impacted staff with leave or redeployment options.</li> <li>Students identified as vulnerable will remain enrolled in Comprehensive Distance Learning when LCMCS transitions to a Hybrid Learning Plan in April 2021. Supporting documentation from physician/parent/guardian will be maintained.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</p> <p>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</p> <p><input type="checkbox"/> 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"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students identified as requiring specially designed instruction will continue to receive this type of instruction per directives set forth by LCMCS Student Success Team.</li> </ul> <p>LCMCS will not allow Visitors or Volunteers to enter the school, or complete volunteer activities which require in-person interaction. Only staff identified as “Essential Personnel” will be allowed on-site access to the building and grounds. No accommodations outside of the school will be made.</p>

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</p>	<p>LCMCS has conducted a facility audit to determine staff/student capacity of all usable locations according to ODE guidelines:</p> <p><b>Facility</b> – Directional traffic with markers for hallways; designated cohort restroom with max per toilet/urinal inside and 2 on-deck with</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li><input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>floor markings for wait; cohort entrance/exit doors, and outdoor space; clear face shields and face coverings for all adults and students per OHA guidelines; signage for 6ft social distance reminders and space awareness; facility zones to eliminate cohort crossing; designated individual supplies when applicable; all classrooms have sink/faucet for soap and water handwashing with distancing indicators for line ups; hand sanitizing stations</p> <p><b><u>Kindergarten</u></b> – (3) classrooms at 960 sq ft. accommodate max 20 students, 2 adults and Montessori materials, including shelving, tables/chairs, rugs, educational supplies; 6-ft individual learning spaces, cubbies for personal items. Current student enrollment set at Classroom 1=9, Classroom 2=11, Classroom 3=16, Mon-Thur. A/B Cohort rotations</p> <p><b><u>Younger Elementary (grades 1-3)</u></b> - (4) classrooms at 960 sq ft. accommodate max 20 students, 2 adults and Montessori materials, including shelving, tables/chairs, rugs, educational supplies; 6-ft individual learning spaces, cubbies for personal items. Current student enrollment set at Classroom 1=31, Classroom 2=25, Classroom 3=30, Classroom 4=30; A/B rotations for 13-15 students each Mon/Tue &amp; Wed/Thu</p> <p><b><u>Older Elementary (grades 4-6)</u></b> - (4) classrooms at 960 sq ft. accommodate max 20 students, 2 adults and Montessori materials, including shelving, tables/chairs, rugs, educational supplies; 6-ft individual learning spaces, cubbies for personal items. Current student enrollment set at Classroom 1=29, Classroom 2=28, Classroom 3=28, Classroom 4=30; A/B rotations for 14-16 students each Mon/Tue &amp; Wed/Thu.</p> <p><b><u>Adolescent Program (grades 7-8)</u></b> - (4) classrooms at 960 sq ft. accommodate max 20 students, 1 adult including shelving, tables/chairs, rugs, educational supplies; 6-ft individual learning spaces; lockers for personal items. Current student enrollment set at Classroom 1=18, Classroom 2=18, Classroom 3=18, Classroom 4=18; A/B rotations for 9 students each Mon/Tue and Wed/Thu.</p> <p><b><u>Student Success Team (IEP, 504, SAT)</u></b>: Staff will support in-class; services will be planned and provided in collaboration with classroom teacher, director of education and dean of student success; IEP &amp; Speech is provided by GBSD – presented schedule to be followed by LCMCS; all adults entering space must wear face shields, masks, extra hand washing between different classrooms and maintain determined facility audit of space for total max per 35 sq ft pp.</p> <p><b><u>Classroom Extensions (Art, Music)</u></b> – will follow all above guidelines including use of larger spaces able to accommodate 75 persons or 2+ cohort groups and use of outside space when applicable. Top down sanitation between cohort groups.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input 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. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input 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.</li> <li><input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input 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, and peers.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p>Facility Zones at LCMCS will serve as determinators for stable cohorts. Cohort sizes range from 20-30 students and comprise of students from individual classrooms (Primary, Elementary, Adolescent). Students will be assigned to classrooms that meet ODE capacity guidelines. Cohorts will also have a designated restroom and different entrance/exit door.</p> <p>Teaching staff, Administrative Director and Compliance Coordinator will maintain daily cohort and individual (as needed) contact tracing logs.</p> <p>During the in-person component of Hybrid Learning, stable cohorts will not interact with other cohorts or cross facility zones. Designated outdoor space for cohorts and no use of limited playground equipment.</p> <p>Each cohort will maintain a regular disinfection routine and schedule throughout the day. Common areas/common equipment will be sanitized between cohort uses. Handwashing at regular intervals, and upon classroom exit and entry.</p> <p>Student Success Team staff will support students in classrooms or in small groups within stable cohorts. Services will be planned and provided in collaboration with classroom teachers.</p> <p>Limited staff will interact among multiple stable cohorts. Those who do (will wear masks and practice personal sanitation between interactions).</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input 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.</li> <li><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>The Administrative Team will develop and provide regular communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan).</p> <p>The Administrative Team will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.</p> <p>The Executive Director will update communicable disease plan with communication protocols.</p> <p>A letter outlining the instructional model, the vision behind it and the specific infection control measures will be shared with all families in their native language through print and electronic copy when available.</p> <p>Additional communication regarding protocols will be shared with families in April prior to the start of on-site instruction. Weekly Friday ED updates will follow throughout the school year.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> </ul> </li> </ul>	<p>Screening Students for in-person Instruction:</p> <p><b>Arrival</b></p> <p>Each cohort will be assigned an entrance point:</p> <p>Primary (Osprey, Willow): Entrance A</p> <p>Primary (Sea Otter): Entrance C</p>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input 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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input 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>Elementary (Celilo): Entrance A; Elementary (PDH, Oregon Trail, Sacajawea) Entrance B; Elementary (Pacific, Sea Otter, Mahohia) Entrance C; Elementary (Wy'East, Columbia): Entrance D  Adolescent (MAC): Entrance E  Health Room Annex: Outside of Main Entrance Door for students with symptoms and needing medical attention after the screening process.</p> <ul style="list-style-type: none"> <li>• Assigned staff will be present at each entry point to visually screen students for symptoms and logging student info.</li> <li>• Hand washing/sanitation stations located in all classrooms</li> <li>• All cohorts will be assigned doors and will utilize this as their exit door and entry; the classroom teacher will conduct a visual screen for the appearance of symptoms upon arrival and during the time on-site.</li> <li>• A transition map will be posted in each classroom and in common areas. Wall and floor decals with directional signage and safety reminders will also be clearly posted throughout the campus.</li> </ul> <p>When the screening indicates that a student may be symptomatic, the student is directed to the school nurse in the health room's isolation room.</p> <p>Follow established protocol from CDP (see section 1a)  Hand-sanitizers will be placed by each classroom entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.</p> <p>Screening Staff:</p> <ul style="list-style-type: none"> <li>• Staff are required to notify when they may have been exposed to COVID-19.</li> <li>• Staff are required to notify when they have symptoms related to COVID-19.</li> <li>• Staff members are not responsible for screening other staff members for symptoms.</li> <li>• A daily log (managed by front office) is required of all staff.</li> </ul> <p><b>Ongoing:</b>  Weekly note: (via weekly report) Reminder to report if a student tests positive and to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. They may return after 10 days if symptom free, or after 7 days with a negative COVID test per latest guidance.</p> <p>Cohorts infected will cease meeting and quarantine for 10-14 days without resuming until that time is expended and no positive tests remain and admin. team will work with LPHA's to communicate and follow RSSL protocols.</p> <p>Online education (CDL) will continue to take place so students do not miss a day of instruction. All staff maintain an online class via Zoom and in Google Classroom and provide access to daily zooms for the morning work period 8:30-11:30. On-site component will be 1-3:30 for Cohort groups 2 days per week.</p> <p>LCMCS will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.  Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a> <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	<p>LCMCS will not allow Visitors or Volunteers to enter the school, or complete volunteer activities which require in-person interaction. Only staff identified as "Essential Personnel" will be allowed on-site access to the building and grounds. No accommodations outside of the school will be made.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a> . Individuals may remove their face coverings while working alone in private offices. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a> . <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> <li>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"> <li>Students should not be left alone or unsupervised;</li> <li>Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>Provide additional instructional supports to effectively wear a face covering;</li> <li>Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> <li><a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> <li>Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> </ul>	<ul style="list-style-type: none"> <li>Facial Shields – only in addition to face coverings</li> <li>Facial Shields are required and will be provided for: <ul style="list-style-type: none"> <li>Speech Language Pathologist</li> </ul> </li> </ul> <p>*When a student has a medical condition that prevents them from wearing a mask or face covering/when people need to see the mouth and tongue motions in order to communicate.</p> <ul style="list-style-type: none"> <li>Facial Coverings</li> <li>Facial coverings are not synonymous with facemasks.</li> <li>Facial coverings are required and will be provided for: <ul style="list-style-type: none"> <li>Staff when administering mediation or providing direct services</li> <li>Staff providing 1:1 supports</li> <li>Staff supporting personal care or where direction requires direct physical contact</li> <li>Music teacher</li> <li>Art Teacher</li> <li>Special Education staff</li> <li>All staff moving throughout campus including but not limited to: <ul style="list-style-type: none"> <li>Art teacher, Sped. Staff, Front office staff when working in areas other than the front office, administration.</li> <li>All students grades K-8.</li> </ul> </li> </ul> </li> </ul> <p>If students require a break from their covering, staff will ensure proper social distancing to maintain a safe and healthy learning environment. Face coverings are required inside and outside on campus. This includes participation in recess and outdoor learning environments.</p> <p>Online instruction is available for students who refuse to wear a face covering and do not have a medical condition which supports this. ECS will follow all ADA and IDEA requirements in regards to face coverings and associated accommodations with coverings.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• 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;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> </ul> <p><input type="checkbox"/> For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</p> <p><input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>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.</li> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> </li> <li>• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>○ 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,</li> <li>○ 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.</li> </ul> </li> <li>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.</li> </ol> </li> </ul> <p><input type="checkbox"/> 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 evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input 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.</li> <li><input 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.               <ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.               <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> </li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li><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 "<a href="#">Planning for COVID-19 Scenarios in Schools.</a>"</li> <li><input 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).</li> <li><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> </ul>	<p>A designated primary location area will be used for students and staff who are symptomatic or develop symptoms - Isolation room in the previous Willow classroom.</p> <p>Symptomatic students will remain at school until a designated adult can pick them up.</p> <p>Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings and appropriate PPE.</p> <p>Secondary isolation areas may be identified if/as needed.</p> <p>Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include:</p> <ul style="list-style-type: none"> <li>• Name of student</li> <li>• Reported symptoms/reason for health room visit</li> </ul> <p>Action taken and coordinated services/communication with LPHA. COVID-19 Exclusion visual is posted in the school building, on the school website, in the newsletter and sent via our Remind app for convenient reference.</p> <p>These guides are reviewed at staff meetings and at each monthly correspondence, along with any additional updates.</p>



## 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input 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"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><input 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.</li> <li><input 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.</li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li><input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</li> <li><input 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.</li> </ul>	<p>All students will be enrolled following the ODE guidelines. Students K-8 will be offered CDL as an instructional model option. Students can opt to remain online through CDL or attend in-person at this time of reopening. A schedule will be developed and implemented for tracking and continuity. No student will be dropped for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> <li>• Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19.</li> <li>• Have COVID-19 symptoms for the past 14 days</li> </ul> <p>For students in fully online learning (CDL model), two-way communication each day of 4 days of online learning may include:</p> <ul style="list-style-type: none"> <li>• Live Google Classroom sessions</li> <li>• Virtual meeting/conferencing</li> <li>• Assignment submission</li> <li>• Email communication</li> <li>• Phone communication</li> </ul> <p>The designated attendance team (Christi/Peter) will review individual and schoolwide attendance data weekly.</p>

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input 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).</li> <li><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).</li> <li><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.</li> <li><input 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.</li> <li><input 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.</li> </ul>	<p>Attendance is taken as follows:</p> <p>K-6: am Morning Gathering and pm for In-person and Art/Music).            7-8: each scheduled class each day.</p> <p>Students online have a 24-hr window to update attendance as check-in and progress may be conducted outside the scheduled school day. Communication to families will continue to be sent via the weekly ED email regarding attendance requirements for all enrolled students; onsite or online.</p>

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• A follow-up family technology and connectivity survey was administered in early February 2021.</li> <li>• Registration and inventory building technology and internet connectivity resources</li> <li>• Some students have been assigned a LCMCS-owned device for use in the school building and at home. Students in will keep this with them.</li> </ul> <p>Through the 10Million project, LCMCS also has 7 devices available with unlimited access/data (with secure settings) for hotspots for families without access to reliable internet service. Deployment of LCMCS-provided hotspots will continue to ensure adequate internet access for all families. Additional devices will be accessible for use for students with broken device through a scheduled check-out time.</p>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Handwashing:</b> All students will have access to hand washing at arrival in the classroom and frequent opportunities throughout their instructional days. Hand washing will be supplemented with the use of hand sanitizer. It is required at the end of each day when the students leave the room or before and after meal services. Sanitation stands are placed at each entry, outside of each restroom, in the outdoor learning areas, offices and waiting areas.</li> <li>• <b>Equipment:</b> Equipment includes materials such as school supplies (scissors, glue sticks, recess equipment, Science Lab supplies. Sharing of supplies will be restricted whenever possible. Any shared equipment will be cleaned between users</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</p>	<ul style="list-style-type: none"> <li>● <b>Events:</b> Off-site field trips and events requiring visitors or volunteers have been canceled.</li> <li>● Use of the building by outside groups will not be allowed.</li> <li>● <b>Transitions/Hallways:</b> Hallways will include one-way traffic markings to reduce contact. Transitions by classroom cohort groups will be staggered to reduce contact.</li> <li>● Student cohorts will either remain in the classroom or use outside spaces as much as possible.</li> <li>● Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain (fill bottles only) and hand washing station throughout the scheduled time.</li> <li>● Classroom line up: Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions.</li> </ul> <p><b>Restrooms:</b> Restrooms assigned based on cohort room location, though with assigned IA supervision.</p> <ul style="list-style-type: none"> <li>● 5x/day minimum sanitation and cleaning is scheduled and tracked.</li> <li>● Visual reminders will be used in all restrooms to encourage hygienic practices including: <ul style="list-style-type: none"> <li>● Handwashing techniques</li> <li>● Covering coughs/sneezes</li> <li>● Social distancing</li> <li>● Facial coverings</li> <li>● Covid-19 symptoms</li> </ul> </li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> 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).</li> <li><input type="checkbox"/> 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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> 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.</li> </ul>	<p>Arrival and Entry</p> <ul style="list-style-type: none"> <li>● Each student will be assigned an entrance point (i.e., a specific door) to the school building. Screening and sanitation is enforced by assigned staff.</li> <li>● Upon entry, students will go directly to their classroom/cohort group.</li> <li>● Staff will be present at each entry point to visually screen students for symptoms and track cohort data.</li> <li>● Students identified as potentially symptomatic will be directed to the health room. *follow plan outlined in 1a.</li> </ul> <p>Drop-off and pick-up transitions are clearly articulated in a variety of correspondence to families, posted on signs at campus and enforced by staff to conduct this transition as swift as possible.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Classroom will be arranged with students being seated a minimum of six feet apart.</li> <li>● <b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Materials:</b> 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.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<p>share, these items will be cleaned between each use under supervision of assigned staff. Hand sanitizer and tissues will be available for use by students and staff</p> <ul style="list-style-type: none"> <li>• <b>Handwashing:</b> All students will wash their hands upon building entry. Additional hand washing opportunities will be provided throughout the scheduled cohort time. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.</li> <li>• Protocols are taught and practiced each week during scheduled training and review sessions.</li> </ul> <p><b>Furniture:</b></p> <ul style="list-style-type: none"> <li>• All upholstered furniture and soft seating has been removed from the classrooms.</li> </ul> <p><b>Classroom Procedures:</b></p> <ul style="list-style-type: none"> <li>• All classes will use an assigned cubby or storage spaces for individual student belongings.</li> </ul> <p><b>Seating:</b></p> <ul style="list-style-type: none"> <li>• Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing</li> </ul> <p><b>Environment:</b> When possible, windows will be open in the classroom before students arrive and after students leave.</p> <ul style="list-style-type: none"> <li>• Each classroom will hold cohort on-site instruction outside when possible and encourage students to spread out.</li> <li>• LCMCS in process of ordering air purifiers for each classroom, starting in rooms with staff in the high risk category.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<p><b>Recess:</b></p> <ul style="list-style-type: none"> <li>• Each cohort will have a sectioned recess/outside learning field to access.</li> <li>• Students will wash hands before and after recess.</li> <li>• Signage is also posted around recess regions, outdoor sanitation and handwashing stations and enforced by trained staff.</li> <li>• Swings will not be accessible and will be put up.</li> <li>• The main playground structure is LCMCS students at this time.</li> <li>• Restrooms are assigned to limit use/cohort mixing and traffic flow through the building.</li> <li>• Teacher lounge is not available at this time.</li> <li>• Library is an option for conference room needs and it is extremely</li> <li>• large and adequate to accommodate all RSSL guidance. Zoom is always provided for those who do not wish to gather in full staff meeting.</li> </ul>



## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</li> <li><input 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.</li> <li><input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.</li> <li><input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<p>No on-site meal service will be offered. All LCMCS families may still access meals provided by GBSD.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input 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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face shield or 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"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<p>Due to limited in-person time, LCMCS will not offer bus service</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.	

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ( <a href="#">CDC guidance</a> ) environments, including classrooms, cafeteria settings and restrooms.	<ul style="list-style-type: none"> <li>• All frequently touched surfaces and shared objects will be cleaned between uses at least three times per day.</li> <li>• Door handles, desks, and tables will be cleaned between cohort groups.</li> <li>• Ventilation systems will be checked and maintained monthly by maintenance staff. In compliance with GBSD PLAN</li> </ul> <p>Gresham-Barlow School District will meet all OHA/ODE requirements regarding cleaning, disinfection and ventilation in accordance with the following Standard Operating Procedures:</p> <p>-----</p> <p>Routine cleaning, enhanced disinfecting, reactive treatment</p> <p>Frequently touched surfaces (e.g., PE/recess equipment, sinks, door handles etc. will be cleaned, sanitized and disinfected according to the following SOPs;</p> <ul style="list-style-type: none"> <li>o Standard Cleaning Schedule</li> <li>o Enhanced Cleaning Schedule</li> <li>o Reactive Cleaning Schedule</li> </ul> <ul style="list-style-type: none"> <li>• Day custodian to disinfect high frequency surfaces beyond scheduled sanitation/cleaning schedules.</li> <li>• Elementary school shared objects will be disinfected daily</li> <li>• Ensure Cleaning, sanitizing &amp; disinfecting all touchable surface areas are occurring multiple times throughout the day.</li> <li>• Disinfectants will be stored in locked areas.</li> <li>• Employees will prepare CDC approved disinfectants to the proper concentration in PPM.</li> <li>• Filter change each quarter.</li> <li>• LCMS continues plans for air purification in each classroom, prioritizing high risk staff rooms as the first to receive this equipment.</li> <li>• Windows are open when possible, too, or outside learning sessions as weather permits.</li> <li>• Facilities have an extensive and high frequency cleaning protocol and</li> <li>• tracking system in place for campus.</li> </ul>
<input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	
<input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
<input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
<input type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	
<input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	
<input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
<input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a> ).	
<input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a> ).	

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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 type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health	

OHA/ODE Requirements	Hybrid/Onsite Plan
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).	

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> 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. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• 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.</li> </ul> <input type="checkbox"/> Drills can and should be carried out as <u>close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	<p>Safety team is comprised of Executive Director, Associate Director, Compliance Coordinator</p> <p>Team will regularly assess and respond to any safety concerns.</p> <p>LCMCS follows all requirements of emergency drill procedure. It is offered via in person instruction and practice and via zoom/video format.</p> <p>Fire drills are conducted monthly. Lockdowns and other appropriate dills are conducted 2x/year</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <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. <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). <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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input 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. <input 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. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input 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. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area               <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                   <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear.               <ul style="list-style-type: none"> <li>○ If students leave the classroom:                   <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> </ul> </li> </ul> </li> </ul>	<p>Staff receive training on each drill prior to the drill. They use this training and information to train their students prior to the drill.</p> <ul style="list-style-type: none"> <li>• Regular safety reviews for COVID and other school safety protocols.</li> <li>• Staff are training</li> <li>• Safe spaces are designated in each room, unless space cannot allow for required distance.</li> <li>• Library</li> <li>• Provide safe rooms for de-escalation.</li> <li>• Supervision is provided by assigned support staff and sanitation follows space used.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> <li>● 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"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>□ 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.</li> </ul> <p><b>Protective Physical Intervention</b></p> <ul style="list-style-type: none"> <li>□ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</li> </ul>	



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>□ Review the “<a href="#">Planning for COVID-19 Scenarios in Schools</a>” toolkit.</li> <li>□ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<p>See communicable disease plan.</p> <p>Academic instructional model will automatically transition into CDL for exposed cohorts in the event of a positive case(s).</p> <p>Current plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the district nurse.</p> <p>The ED, Administrative Director and LPHA will review identified cases and follow an established emergency response framework.</p>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>□ Review and utilize the “<a href="#">Planning for COVID-19 Scenarios in Schools</a>” toolkit.</li> <li>□ Ensure continuous services and implement Comprehensive Distance Learning.</li> <li>□ Continue to provide meals for students.</li> </ul>	<p>Weekly review of attendance data and reported symptoms by staff and students and county metrics to determine a potential increase in rates.</p> <p>Report to and consult with LPHA all confirmed COVID-19 cases.</p> <p>Temporarily dismiss students attending per RSSL guidance.</p> <p>Communication with families regarding criteria that must be met in order for limited in-person instruction to resume.</p> <p>CDL is a fluid transition in the event of quick transition due to</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	quarantine and/or isolation situations.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input 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.	Distance learning and in-person learning will be planned collaboratively, allowing for students to move between the Hybrid in-person cohort and CDL model. Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces. LCMCS will stagger re-entry, starting with K-6, monitoring implementation of COVID-19 safety protocols with fidelity, and proceed with 7th-8th grade levels the following week.



## 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>

