



OREGON  
DEPARTMENT OF  
EDUCATION

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## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 9/25/2020

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:

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<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.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Westmoreland Campus Programs
Key Contact Person for this Plan	Justin Radabaugh
Phone Number of this Person	541-463-8500
Email Address of this Person	jradabaugh@lesd.k12.or.us
Sectors and position titles of those who informed the plan	Tony Scurto, School Superintendent Carol Knobbe, Assistant Superintendent and Director of HR Sue Mathisen, Sped Director Justin Radabaugh, Westmoreland Program Supervisor Carlos Sequeira, Director of School Improvement Sue Wilson, School Improvement Administrator Brad Johnston, Facilities Director Dave Standridge, Business Director Rhonda Brown, Instructional Assistant Life Skills Katie O'Sullivan, Instructional Assistant Lane School Anna Shea, Behavior Consultant Jessie George, Behavior Consultant Brittney Spencer, Behavior Consultant Teagan Wynne, Transitions Teacher LaRae Akin, Westmoreland Program Assistant Annie Whiddon, Program Supervisor Renee Beard, Program Supervisor Brandon Webb, Technology Director
Local public health office(s) or officers(s)	Lane County Health & Human Services 151 W. 7th Avenue Eugene, OR 97401 Phone: (541) 682-4035 Fax: (541) 682-3804 Website: www.lanecounty.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Justin Radabaugh & Renee Beard
Intended Effective Dates for this Plan	September 1, 2020
ESD Region	Lane

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

Collaboration with: Voc. Rehab. ODE DHS DDS Families Westmoreland Staff Lane County Public Health Authority
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3. Indicate which instructional model will be used.

Select One:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/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.

Due to the current community health situation, safety is the top priority. While the goal is to be able to deliver instruction to students in an in-person model, Westmoreland campus programs will plan to scale up into hybrid and/or in-person models using data-based decisions in a purposeful and safe way.

Westmoreland campus programs will start the year in a Comprehensive Distance Learning only model. This provides the highest level of protection from contracting the Covid-19 virus. Westmoreland campus programs will then build up into a hybrid model to target the most vulnerable students first, followed by students who are not finding success in a Comprehensive Distance Learning model. The goal is to build instruction back to an all in-person model by the end of the year. This plan prioritizes accessibility and individualized supports for all students.

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.

Please refer to this Distance Learning Alignment Plan :

<https://docs.google.com/document/d/1kHtapfARTeCN3deC1ssL-XXTIY2egRsqRJ9o06A8Cas/edit>

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.

The Westmoreland campus will base its decision to return to the school setting on the state metrics set forth by Governor Kate Brown. The governor's metrics state for schools to reopen the county where the school is located must have 10 or fewer cases per 100,000 people over a seven-day span for three consecutive weeks and the test positivity rate in the county also needs to be 5%. In addition, the test positivity rate in the state must be less than 5% for the preceding 7 days across 3 weeks. See all of the requirements on page four of this document from [Ready Schools, Safe Learners: Community Covid-19 Metrics](#).

The Westmoreland campus planning team will meet monthly to review current recommendations and data for moving toward a hybrid model. The team will develop detailed plans for the hybrid model, prioritizing in-person services for our most vulnerable students, followed by students who are not finding success in a Comprehensive Distance Learning model.

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.

Eventually, the goal is to build back instruction to an in-person model by the end of the school year, while still offering Comprehensive Distance Learning as long as students with medical needs require this accommodation for health and safety. This targets accessibility to education as our focus, and will provide individualized supports to all students.

*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 checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> </ul>	<p><a href="#">Lane ESD Communicable Disease Management Plan</a></p> <p>The Westmoreland Campus programs follow the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ 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>☒ 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>☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li>☒ Process to report to the LPHA any cluster of any illness among staff or students.</li> <li>☒ Protocol to cooperate with the LPHA recommendations.</li> <li>☒ Provide all logs and information to the LPHA in a timely manner.</li> <li>☒ Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li>☒ 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).</li> <li>☒ 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> </li> <li>☒ 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> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p><a href="#">ODE Communicable Disease Guidance</a></p> <p>The Lane ESD Communicable Disease Management Plan addresses current and anticipated future operations for the 2020–21 school year in Lane ESD facilities and ESD programs located in community facilities and is required by ODE Guidelines, <i>Ready Schools, Safe Learners Guidance for School Year 2020–21</i>. It supplements the district's communicable diseases procedures in JHCC-AR and GBEB-AR by providing guidance specific to the COVID-19 pandemic.</p> <p><b>Screening/Isolation:</b> Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h.</p> <p><b>Contact Tracing:</b> Contract tracing logs will be kept for each student/cohort.</p> <p><b>Outbreak plan:</b> The Westmoreland Campus programs Outbreak Protocol is outlined in section 3a of this document.</p>

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p>☒ 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:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <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> </ul> </li> </ul>	<p><b>Staff</b></p> <p>Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</p> <ul style="list-style-type: none"> <li>• Redeployed options could include: <ul style="list-style-type: none"> <li>○ On-line instruction and support</li> <li>○ Maintenance projects, custodial work, office work without student/staff contact</li> </ul> </li> <li>• Staff could consider all leave options as well.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in Comprehensive Distance Learning.</li> <li>• Students who experience a disability will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive English Language Development.</li> </ul> <p><b>Visitors/Volunteers</b></p> <ul style="list-style-type: none"> <li>• Volunteers are allowed only when providing a support that is essential to program operations; otherwise volunteers are restricted from school buildings during the school day.</li> <li>• In the event of a situation requiring a visitor's presence in an indoor public space, the visitor: <ul style="list-style-type: none"> <li>▪ Must maintain 6 feet of physical distance between people.</li> <li>▪ Must wear a face covering or CDC-approved alternative. The district will provide disposable face coverings for visitors in need.</li> <li>▪ Must wash or sanitize their hands upon entry and exit</li> <li>▪ Will be screened for symptoms upon entry.</li> <li>▪ Will be restricted from district property if they are known to have been in close contact with someone who has COVID-19, within 6 feet for at least 15 minutes, within the preceding 14 calendar days.</li> </ul> </li> </ul> <p><b>Itinerant Staff that provide services to high risk populations:</b></p> <ul style="list-style-type: none"> <li>• Will utilize teletherapy practices whenever possible.</li> <li>• Will schedule the use of a no contact testing environment when teletherapy options are not adequate.</li> </ul>

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

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ 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>☒ 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>☒ 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>☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p><b>Classroom Capacity</b></p> <p>Room 1 - 675 sq. feet total occupancy 19 - Projected Occupancy 0  Room 2 - 754 sq. feet total occupancy 21 - Projected Occupancy 11  Room 3 - 675 sq. feet total occupancy 19 - Projected Occupancy 11  Room 4 - 630 sq. feet total occupancy 18 - Projected Occupancy 0  Room 5 - 972 sq. feet total occupancy 27 - Projected Occupancy 11  Room 6 - 675 sq. feet total occupancy 19 - Projected Occupancy 10  Room 7 - 754 sq. feet total occupancy 21 - Projected Occupancy 0  Room 8 - 675 sq. feet total occupancy 19 - Projected Occupancy 10  Room 9 - 675 sq. feet total occupancy 19 - Projected Occupancy 19  Room 10 - 754 sq. feet total occupancy 21 - Projected Occupancy 0  Room 11 - 675 sq. feet total occupancy 19 - Projected Occupancy 19  Room 12 - 960 sq. feet total occupancy 27 - Projected Occupancy 0  Room 14 - 224 sq. feet total occupancy 6 - Projected Occupancy 0  Room 15 - 754 sq. feet total occupancy 21 - Projected Occupancy 19  Room 16 - 675 sq. feet total occupancy 19 - Projected Occupancy 19  Room 17 - 675 sq. feet total occupancy 19 - Projected Occupancy 10  Room 18 - 754 sq. feet total occupancy 21 - Projected Occupancy 10  Room 19 - 675 sq. feet total occupancy 19 - Projected Occupancy 0  Gym - 2625 sq. feet total occupancy 75  Cafeteria - 1680 sq. feet total occupancy 48  Media Center - 1880 sq. feet total occupancy 53 - Projected Occupancy 8  Main Office - 405 sq. feet total occupancy 11 - Projected Occupancy 3  Secondary Office - 513 sq. feet total occupancy 14 - Projected Occupancy 0  P2 - 1350 sq. feet total occupancy 38 - Projected Occupancy 0  Copy Room - 300 sq. feet total occupancy 8  Office 1 (Anna/Amy) - 130 sq. feet total occupancy 3 - Projected Occupancy 2  Office 2 (Jessie) - 120 sq. feet total occupancy 3 - Projected Occupancy 1  Office 3 (Justin) - 304 sq. feet total occupancy 8 - Projected Occupancy 1  Office 4 (Natalie) - 120 sq. feet total occupancy 3 - Projected Occupancy 1  Office 5 (Renee) - 140 sq. feet total occupancy 4 - Projected Occupancy 1  Health room - 140 sq. feet total occupancy 4 Projected Occupancy 1 to 2  Kitchen - 375 sq. feet total occupancy 10 - Projected Occupancy 1</p> <p><b>Instructional delivery:</b>  <b>Lane School Middle School Core Content/ Electives/ OLR:</b></p> <ul style="list-style-type: none"> <li>• Programming will be Team taught by Pods A &amp; B / Math &amp; Reading. Hand washing is part of transition within Pod (Sign Out Routine).</li> <li>• Students will have the choice of 2 electives/reinforcers taught by staff within the Pod.</li> </ul> <p><b>Transitions &amp; Lane School Elementary Core Content:</b></p> <ul style="list-style-type: none"> <li>• Programming is delivered within a self-contained homeroom. Hand washing will be scheduled into the daily routine.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" 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 checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input checked="" 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 checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">See Page 17 section F.</a></li> </ul> <p><b>Cohorts</b></p> <ul style="list-style-type: none"> <li>• Lane School <ul style="list-style-type: none"> <li>○ SPIRIT (k-3) - Rooms 5 (8 students, 3 Classroom Staff, 1 behavior specialist, &amp; other Itinerant)</li> </ul> </li> <li>• Transitions <ul style="list-style-type: none"> <li>○ GRIT Rooms 15 &amp; 16 Limited in person instruction Max 10 students per cohort 2 cohorts per day, 2 cohorts per week. Staff are only to connect with Grit cohort groups.</li> <li>○ COURAGE Rooms 9 &amp; 11 Limited in person instruction Max 10 students per cohort 2 cohorts per day, 2 cohorts per week. Staff are only to connect with Courage cohort groups.</li> </ul> </li> </ul> <p><b>Contact tracing</b> Staff will use this contact tracing log to document all cohort contact <a href="#">Cohort Daily Log COVID-19.docx</a></p> <p><b>Cleaning and disinfecting</b> <a href="#">See page 5 section A</a></p>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li><input checked="" 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 checked="" 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 checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>Communication:</p> <ul style="list-style-type: none"> <li>• <a href="#">See Page 21 section J</a></li> </ul>

### 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> <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> </ul> </li> </ul> </li> </ul>	<p><a href="#">See Page 11 section D</a></p>

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

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Restrict non-essential visitors/volunteers.</p> <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> <p>☒ 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></p> <p>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p><b>Visitors/Volunteers</b></p> <ul style="list-style-type: none"> <li>• Volunteers are allowed only when providing a support that is essential to program operations; otherwise volunteers are restricted from school buildings during the school day.</li> <li>• In the event of a situation requiring a visitor’s presence in an indoor public space, the visitor: <ul style="list-style-type: none"> <li>▪ Must maintain 6 feet of physical distance between people.</li> <li>▪ Must wear a face covering or CDC-approved alternative. The district will provide disposable face coverings for visitors in need.</li> <li>▪ Must wash or sanitize their hands upon entry and exit.</li> <li>▪ Will be screened for symptoms upon entry.</li> <li>▪ Will be restricted from district property if they are known to have been in close contact with someone who has COVID-19, within 6 feet for at least 15 minutes, within the preceding 14 calendar days.</li> </ul> </li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <p>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</p> <p>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p>	<p><a href="#">See Page 8 Section B</a></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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> <p>☒ 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.</p> <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> <p>☒ 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:</p> <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> <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>☒ 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>☒ 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.</li> </ol> </li> </ul>	

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

**1i. ISOLATION AND QUARANTINE**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <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> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <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</li> </ul>	<p><a href="#">See page 19 section I</a></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</p> <ul style="list-style-type: none"> <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> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">“Planning for COVID-19 Scenarios in Schools.”</a></p> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</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
<p><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> <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> <p><input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school.</p>	<ul style="list-style-type: none"> <li>• All students will be enrolled following the Oregon Department of Education guidelines.</li> <li>• No student will be dropped for non-attendance if they meet the following conditions: <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> </li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>This includes students who were scheduled to start the school year, but who have not yet attended.</p> <ul style="list-style-type: none"> <li>☒ 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>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li>☒ 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>☒ 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>	

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ 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>☒ 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>☒ 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>☒ 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>	<ul style="list-style-type: none"> <li>• Attendance will be taken daily on instructional days.</li> <li>• Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>• Secretary will notify the principal when the absence rate increases by 20% or more from their baseline.</li> <li>• The principal (or designee) will report this increase to the nurse.</li> </ul>

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<p><u><a href="#">See page 7 technology devices</a></u></p> <ul style="list-style-type: none"> <li>• We conducted a family technology and connectivity survey in the spring and will do a follow-up survey in the fall of 2020.</li> <li>• Inventory district technology and internet connectivity resources</li> <li>• Plan for technology support and replacement, including budget</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>Computers are assigned to students and travel with that same student throughout the school day. Cleaning of that device is scheduled and performed regularly.</li> </ul>

#### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li>☒ <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>☒ <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>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<p><u><a href="#">See Page 16 “schools will”</a></u></p> <ul style="list-style-type: none"> <li>● <b>Hand Washing:</b> All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day.</li> <li>● <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li>● <b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</li> <li>● <b>Events:</b> Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</li> <li>● <b>Transitions/Hallways:</b> Hallway traffic direction marked to show travel flow.</li> <li>● <b>Personal Property:</b> All materials stay in Pods. Only items traveling to and from school are clothing items, such as coats. All non-school items will be placed in individual plastic bags and succured throughout the school day. No backpacks are to be used. Individual accommodations will be made on a case by case basis. Teachers are to create PDFs of daily point cards and send home via The Remind App. When parents confirm receipt the point card is considered signed.</li> </ul>

#### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ 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> </ul> </li> </ul>	<p><u><a href="#">See page 11 Section D</a></u></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <p>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ <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.</p> <p>☒ <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.</p> <p>☒ <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.</p> <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>	<p><u>See page 16 "Schools will"</u></p> <ul style="list-style-type: none"> <li>• <b>Seating:</b> Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat as much as possible.</li> <li>• <b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</li> <li>• <b>Hand Washing:</b> Students will wash hands before each meal and frequently throughout the day.</li> <li>• <b>Respiratory Etiquette:</b> School staff will consistently teach and reinforce the need for ongoing respiratory etiquette.</li> <li>• <b>Furniture:</b> All upholstered furniture and soft seating has been removed from the school building.</li> <li>• <b>Classroom Procedures:</b> All classes will use an assigned cubby or storage spaces for individual student belongings. Shared restroom/hall passes will not be used. All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use.</li> <li>• <b>Seating:</b> Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</li> <li>• <b>Environment:</b> When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will be encouraged to use outside space when possible and encourage students to spread out.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>).</p> <p>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</p> <p>☒ 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.</p>	<ul style="list-style-type: none"> <li>• <b>Recess, playgrounds, fields and shared equipment:</b> While at recess or when using playgrounds and fields, students are to maintain physical distancing requirements, stable cohorts, and square footage requirements. Schools will design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> </ul> <p>Playgrounds, fields and shared equipment will be designated solely for the use of one cohort at a time. Where</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ 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>field or playground size permits, these areas may be subdivided for use by more than one cohort, provided the cohort is restricted to a single subdivision of the playground or field.</p> <p>Before and after using playground equipment, students must wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol. Playgrounds and shared equipment will be cleaned and disinfected at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>. Cleaning requirements must be maintained per Section 2j of the Ready Schools, Safe Learners guidance.</p> <p>Schools will provide signage and restrict access to outdoor equipment (including sports equipment, etc.) to support cleaning and disinfecting routines and the maintenance of stable cohorts.</p> <ul style="list-style-type: none"> <li>• <b>Restrooms:</b> After using the restroom students and staff must wash their hands with soap and water for 20 seconds. Facilities staff will ensure soap is available.</li> <li>• <b>Staff Rooms:</b> Limit staff rooms, common staff lunch areas, and workspaces to maintain 6 feet of distance between adults. In smaller spaces this may limit use to a single person at a time.</li> </ul> <p><b>Playgrounds – Closed to the general public:</b> School playgrounds will be closed to the general public when community park playgrounds are closed due to coronavirus. In closing and reopening playgrounds to the general public, the district will rely on Oregon Health Authority’s <a href="#">guidance applicable to outdoor recreation</a> based on the phase Lane County is in.</p>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ 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>☒ 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>☒ 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>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☒ 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><b>Meals:</b></p> <ul style="list-style-type: none"> <li>• Meals will be eaten in classrooms or taken off-site at the end of the day. Desks or surfaces where meals are consumed will be sanitized before meals. Students will receive a bagged meal after washing or sanitizing hands, and should be encouraged to wash or sanitize their hands after eating. Students will not share utensils or serving items. All meals will be served with non-reusable utensils and packaging.</li> <li>• Staff will sanitize carts, cafeteria tables, and any counter surface between uses. Only facilities and kitchen staff are allowed access to the kitchen.</li> <li>• Any meal items such as plates, utensils, and transport items used in classrooms where meals are consumed will be cleaned on a daily basis.</li> <li>• All kitchen staff and school staff assisting with meal service will wear a face covering when serving students, interacting with students, or unable to</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p style="text-align: center;">maintain 6 or more feet of distance.</p> <p><b>Breakfast pick up:</b></p> <ul style="list-style-type: none"> <li>• Prior to student arrival <ul style="list-style-type: none"> <li>○ Lane School returned by 9:00</li> <li>○ Transitions returned by 10:00</li> </ul> </li> </ul> <p><b>Lunch pick up:</b></p> <ul style="list-style-type: none"> <li>• Lane School 11:30 (returned by 12:30)</li> <li>• Transition 12:00 (returned by 1:00)</li> </ul> <p><b>Procedure Update:</b></p> <ul style="list-style-type: none"> <li>• Cafeteria pickup location disinfected at 10:00, 11:50, 12:20, and 12:50.</li> <li>• Cafeteria cleaned fully at the end of the day.</li> <li>• Kitchen space cleaned fully at the end of the day. Only staff to enter the kitchen are the custodial team and kitchen staff.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ 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 <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ 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>☒ 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>☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li>☒ 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> <li>☒ 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.</li> </ul>	<p><b>General Information.</b></p> <ul style="list-style-type: none"> <li>• Transportation to and from Westmoreland is arranged and provided by the resident school districts. Parents and guardians may grant permission in conjunction with Westmoreland Programs officials for their child to walk, use public transportation, or drive to school.</li> <li>• All transportation policies and procedures will be developed and implemented by the resident district.</li> <li>• Difficulties or problems with your child's transportation should be reported directly to the resident school district transportation department. Lane School staff are also available to assist you in resolving any transportation concerns or problems you might encounter.</li> <li>• If a student displays symptoms when boarding the bus at school to return home, the bus driver will ask school staff to move the student to the school's isolation room and contact parents/guardians to pick up the student.</li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>☒ 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>).</li> <li>☒ 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>).</li> </ul>	<p><a href="#">See page 5 section A</a></p>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<ul style="list-style-type: none"> <li>• Each program will provide developmentally appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.</li> <li>• Buildings will establish an appropriate isolation area for students when experiencing illness. The isolation area may also be used by staff experiencing illness when they are unable to immediately leave the building. These designated spaces will include access to restrooms that are reserved for symptomatic individuals and shall not be used by asymptomatic students and staff until thoroughly prepared by custodial staff.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>• School nurses will engage families of students identified as medically fragile, medically complex, and nursing dependent to support plans for students' online learning as well as for their return to school when on-site instruction may begin.</li> <li>• Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>• COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>• Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.</li> <li>• Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</li> <li>• Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</li> </ul>

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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> </li> <li>☒ 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> </li> </ul>	Not Applicable

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> Westmoreland programs will instruct students on emergency procedures through direct teaching and the use of visual supports during monthly drill review lessons (including while operating a Comprehensive Distance Learning model).</li> <li>• In hybrid and in person models, monthly fire drills will be conducted as close as possible to the procedures that are used</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>earthquakes (including tsunami drills in appropriate zones), and safety threats.</p> <ul style="list-style-type: none"> <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> <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>during an actual emergency. Physical distancing will be practiced by positioning classes at least 6 feet apart, with the line of each class spread out with 6ft of distance between each person. This will require walking further from the building to account for the longer lines of students. These changes will be taught, reinforced with visual supports, and rehearsed during monthly in person drills when students are on campus.</p> <ul style="list-style-type: none"> <li>• Earthquake drills will be conducted at least 2 times per year. Drill procedures will be taught and implemented to primarily maintain safety, while also adhering to social distancing whenever possible. All students and staff will wash hands following drills and the space will be cleaned to minimize risk.</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 will be conducted 2 times per year each. Drill procedures will be taught and implemented to primarily maintain safety, while also adhering to social distancing whenever possible. All students and staff will wash hands following drills and the space will be cleaned to minimize risk.</li> <li>• Drills will be completed in less than 15 minutes.</li> <li>• Staff will receive training on drill procedures before students return to campus for both hybrid or face-to-face engagement.</li> <li>• If on a hybrid schedule, multiple drills will be conducted each month to ensure that all cohorts of students have opportunities to practice in drills.</li> <li>• Following all drill practice, students will 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.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input checked="" type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:</li> </ul> </li> </ul>	<p>The Westmoreland Campus programs utilize Collaborative Problem Solving, and intensive Social-Emotional Learning supports to increase self-regulation, self-management, and pro-social behaviors. Many students struggle to stay safe at school and are often dysregulated. In order to best support these students, the Lane School program maintains a hands-off policy, which lends to social distancing during difficult moments. Transitions programs also strive to maintain a hands-off policy, unless an IEP team identifies a safety or medical need for physical intervention. If this is the case, the team will be meeting to determine how to address these needs through the lens of reducing exposure risk of COVID-19. This plan will include appropriate use and maintenance of PPE and thorough cleaning procedures.</p> <p>Proactive/preventative steps to reduce antecedent events and triggers within the school environment include clear, predictable routines in place, strong relationships developed with staff when calm, teaching of strategies to manage escalation, and practicing routines when calm so students know what to do and where to go when dysregulated.</p> <p>The physical classroom environment is carefully planned to limit over stimulation and to maintain social distancing. The campus space will be utilized creatively to maximize access to space when students need to de-escalate. This will include using outdoor space, and assigned extra space for each cohort. Spaces that are unexpectedly used to deescalate behaviors will be appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</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> <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 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> </ul> <p>☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p><b>Protective Physical Intervention</b></p> <p>☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j) of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	<p>Daily brain breaks, sensory breaks, and access to outdoor spaces provide opportunities for students to take breaks and develop self-regulation skills. Students will work with staff to identify specific tools and strategies that will help them, then staff will develop procedures for those individualized strategies, and students will be taught and rehearse these plans.</p> <ul style="list-style-type: none"> <li>- Sensory items will not be shared between students</li> <li>- Brain breaks are to be completed at their desk and/or a designated space that meets the requirements for physical distancing.</li> <li>- When a cohort uses outdoor spaces they are still to observe physical distancing and maintain intake cohorts.</li> </ul> <p>Staff will receive ongoing training to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. Staff will also receive ongoing training on maintaining own self-regulation using effective, evidence-based methods.</p> <p><a href="#">CDMP Section II</a></p> <p><a href="#">Lane School Problem Solving Process</a></p> <p><a href="#">When Misbehavior Occurs</a></p> <p><a href="#">Lane School Escalation Procedure</a></p> <p><a href="#">Cross Talk</a></p> <p><a href="#">Transitions Problem Solving Process</a></p> <p><a href="#">Runaway Procedures</a></p>



### 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<ul style="list-style-type: none"> <li>• During the COVID-19 pandemic, the district has worked and will continue to work with Lane County Public Health (LCPH) frequently, including attending regular update meetings and contacting LCPH with questions. LCPH has received a copy of this plan, and has provided input on various aspects of district operations, communication and response in the context of COVID.</li> <li>• LCPH has provided the district with a point of contact and has indicated that it will exchange information only with designated district personnel. The district's designated personnel are Carol Knobbe, Assistant Superintendent and Sue Mathisen, Special Education Director.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Continue to provide meals for students.</li> </ul>	<p><a href="#">See page 24-28 RESPONSE TO CONFIRMED CASES AND/OR OUTBREAK</a></p>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<p><a href="#">See page 24-28 RESPONSE TO CONFIRMED CASES AND/OR OUTBREAK</a></p>



## ASSURANCES

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

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

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

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

### Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>
Per the plan above, all of the requirements have been met for Westmoreland campus.	Per the plan above, all of the requirements have been met for Westmoreland campus.