OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the **_Ready Schools, Safe Learners_ guidance** document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Clatskanie School District: Clatskanie Middle High School
Key Contact Person for this Plan	Cathy Hurowitz
Phone Number of this Person	503-728-0587
Email Address of this Person	churowitz@csd.k12.or.us
Sectors and position titles of those who informed the plan	Anne Dines- School Nurse Cathy Hurowitz, Superintendent James Helmen. Director of Student Services and Innovation Kim Oblack, Principal Clatskanie Middle/ High School Kara Burghardt, CES Dean of Students Ryan Tompkins, CMHS Dean of Students Nina Brewer, Teacher CMHS Becky Horness, CES Teacher Dawn Warren, CES/ Academy Teacher
Local public health office(s) or officers(s)	https://www.columbiacountyor.gov/departments/PublicHealth
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Michael Paul
Intended Effective Dates for this Plan	08/01/2020-06/30/2021
ESD Region	Northwest Regional ESD

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

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.

Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. Across our district, our focal students will have preference to in-person learning, and will be in person five days a week. We have discussed all students with special needs having Access to 5 days a week in-person learning K-12 in all our models. Among our student population:
● 56% access free and reduced lunch
● 18% identify as students of color
● 21% experience special needs

3. Indicate which instructional model will be used.

Select One:
☐ **On-Site Learning**   ☐ **Hybrid Learning**   ☒ **Comprehensive Distance Learning**

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

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) 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.
We will utilize Comprehensive Distance Learning when Columbia County metrics do not allow for our onsite hybrid plan to be in use.

Our model combines live teaching in each class period with tutoring support and office hours for students to receive additional one: one time. Students are scheduled for their class periods and are encouraged to participate live when possible; however, live classes are also recorded to support families after-hours.

Tutorial, translation and tech support are available from 8 am-4 pm, Monday-Friday. All assignments from the previous week are due Monday at 7 am to allow families to support students over the weekend if needed. Interventions are available through live sessions as well.

The District will supply Chromebooks to each students and has launched Wi-Fi access points throughout the community and has hot spots available for checkout.

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.

We will begin preparation for returning to onsite hybrid learning when the Columbia County metrics have indicated the 5% test positive rate has been met for three weeks. Once that has occurred, we will monitor the County levels and when they have been below the 20 cases for two weeks (grades K-3) and 10 cases (K-12) in a row, we will prepare classrooms for student arrival. When they have been met for four consecutive weeks, we will notify staff and families of the shift to onsite/hybrid instruction and on the 5th week of acceptable levels, we will welcome students into the classrooms in our onsite hybrid model.

Please see-- [Comprehensive Distance Learning Handbook: Clatskanie School District CDL Plan K-12](#)

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 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).

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1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ 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. ☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other	**Disease Management Plan:** The Clatskanie School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The Clatskanie School District Pandemic Plan, COVID-19 response plan and Board Policies GBEB, JHCC and GBEB/JHCC-AR will be followed. https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf?utm_medium=email&utm_source=govdelivery https://govstatus.egov.com/OR-OHA-COVID-19 **Staff Responsible for Maintaining Physical Distancing:** **CMHS:** Kim Oblack **District Office:** Cathy Hurowitz **Maintenance:** Paul Simmons **Resource Staff:** Columbia County Health: Michael Paul District Nurse- Anne Dines **Training Process**: Utilizing both online and on-site trainings (as allowable and feasible), all staff (classified and certified) will be trained on the components of this document as well as our policies and plans for managing the COVID pandemic.

OHA/ODE Requirements	Hybrid/Onsite Plan

or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort.
• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
☒ Required components of individual daily student/cohort logs include:
  • Child's name
  • Drop off/pick up time
  • Parent/guardian name and emergency contact information
  • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).
	Reporting to LPHA: Logs of students and staff sent home with possible symptoms shall be sent to Columbia County Health daily. Contract tracing shall be completed at their request.
	
	Isolation: Isolations rooms are identified below. Rooms shall be staffed when occupied. All occupants in room will wear masks and face shields unless health conditions prohibit such use.
	● Clatskanie Middle High School: Room 101- Staff Assigned to Monitor Room
	
	Daily Logs- Contents and Maintenance: Daily logs for student cohorts shall be created and stored for each student cohort (transportation, on-site hybrid cohort, Special Education intervention cohort and Academy cohort for applicable students). Such logs shall be kept at the front office of each school and shall be delivered to each front office each day. Bus records from school-home trips shall be delivered with the home-school records each morning with the exception of Thursday logs which shall be scanned and sent via email to the office manager at the conclusion of the Thursday routes. Once received, such logs shall be scanned into a daily log folder kept on the Google Drive. These logs will be maintained in the online storage system of Drive through October 1st of 2021 at a minimum. This drive shall be shared directly with the Columbia County Health Department and may be used as needed for contract tracing purposes. A MOU will be signed by the Columbia County Health Department agreeing to privacy requirements and serve as a contracted partner for FERPA purposes. Staff identified to maintain contract tracing logs:
	● CMHS: Anngie Froke
	● Maintenance: Paul Simmons
	
	Logs shall include:
	● Child's name
	● Drop off/pick up time
	● Parent/guardian name and emergency contact information shall be maintained and accessed via Synergy. Columbia County Public Health shall be granted view only access to student demographic information for contact tracing purposes and such shall be covered by MOU for FERPA requirements.
	
	All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers shall be logged along with their cohort interactions.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Screening: ● Each cohort shall be assigned an entry meeting location. Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom ● When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Columbia County Public Health. ● Hand washing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. **Disinfection:** Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff. Columbia County Health recommendations for cleaning and sanitizing will be followed and the plan will be revised accordingly as needed and directed. **Outbreak Response:** In the event of an outbreak, Superintendent Hurowitz will work directly with Columbia County Health Department to implement plan and make any updates/changes as may be necessary as per guidance from Columbia County Health Department.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.	Staff *(Plan includes bus drivers, classified, and limited teachers self-identifying). **Staff must provide verification from a medical professional and/meet any requirements set forth by the State of Oregon, in order to not report to work and provide services to students.** FMLA/OFLA Leave Laws will apply.* Redeployed staff members will be assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options **Serving Students:** All students (through parental/guardian confirmation) will be given the

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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:
• Communicate with parents and health care providers to determine return to school status and current needs of the student.
• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
  o 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.
  o ODE guidance updates for Special Education. Example from March 11, 2020.
  o 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.'
  o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.
	opportunity to self-identify as vulnerable or living with a vulnerable family member.
	● Parents will be able to select the online or on-site model service option that is most appropriate for their student at CMHS.
	● Students who experience disability will continue to receive specially designed instruction and such services shall be delivered as designed by the IEP team.
	● A school team, including the nurse, shall be available for parent concerns regarding 504 plan needs or supports necessary for medically fragile or vulnerable students and/or family members.
	● Medically vulnerable ELL students will continue to receive English Language Development courses through the online or on-site hybrid option.
	
	Visitors/Volunteers
	
	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	Course room numbers and locations will need to be indicated Overall: ● Remove extra furniture to make more room ● Removing ALL fabric-covered furniture ● Assign seating to maximize physical distancing and minimize physical interaction-

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Utilize wall space and corns of room for additional square footage use. **7th/8th Grade** – MS has a total of 99 students. 7th grade will be divided into three classrooms with 18 students, 18 students and 19 students. 8th grade will be divided into two classrooms with 22 students in each. One IA will supervise and run one 7th grade class under the direction of a certified MS teacher in a neighboring room. RM: 206, Mr. Haulk will have 22 students RM: 201, Ms. Shockley will have 22 students RM: 214, Mr. Rhodes will have 18 students RM: 206 Mr. Hazapis will have 19 students Library, (IA) will have 18 students **9th, 10th, 11th, 12th Grade** **Total of 206 students.** **45- 9th graders, 60 -10th graders, 38- 11th graders, 63 -12th graders.** RM: 215 Mr. Byrne will have 20 students RM: 103 Mr. Brewer will have 18 students RM: 211A, Ms. Sizemore will have 19 students RM: 104 Mr. Van Voorst will have 19 students RM: 213 Mr. Erwin will have 19 students RM: 212, Nina Brewer will have 15 students RM: 116 Mr. Flatz will have 20 students Rm. 119 Mr. Kammpi will have 20 students RM: 209 Caroline Alexander will have no more than 19 students. RM: 106 Life skills will have 8 students. RM: 107 Life skills will have 9 students. RM: 211B Ms. Erwin will have 20 students. Additional in building/RM: 114, Preschool will have no more than 26 (per sq. footage), depending on enrollment. **PE Instruction:** scheduled PE classes in the gymnasium, outside, or in classrooms with cohort groups; PE periods will provide enough time for cleaning and sanitization between groups if using common spaces.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Special education services
	Tier 1: Most of our students will fall into this tier. The SDI, in cooperation and collaboration with the general education, will be delivered through the general education curriculum with teacher and IA supports. Accommodations, collaborative planning of lessons and possible supplemental materials/lessons will be created and monitored by the case manager. Communication from case manager to student and/or guardian will be one time per week. Most communication will be by a general education teacher.
	Tier 2: Some of our students fall into this tier. SDI, in cooperation and collaboration, will be completed through the general education teacher. Case managers will also be adding supplemental lessons, alternative activities in some cases. Example, if a student has a math goal and currently receives direct instruction in a pull-out special education setting then the Special education teachers will continue to support the student either by a 1:1 pull-out or through IA in resource room. For students on homebound instruction, 1:1 Zoom or Google Hangout specially designed instruction will be provided by special education teacher or IA.
	Communication from the case manager will take place 2X per week with students with parent's/guardians knowledge.
	Tier 3: A few of our students fall into this tier. These students may struggle to access the general education materials and will need to have more direct instruction services provided by the case manager, and ZIA's. These students will be working on their IEP goals Through Unique Learn Systems or other alternative curriculum.
	For some of our more complex and impacted students on homebound instruction, case manager or IA's need to work closely with parents/guardians to have them assist us in supporting the student with technology at home. Logins, engagement etc.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Speech/Language Pathologist and Assistant: One space in down stairs gym area will be designated for speech and language cohort group. SLPA and SLP IA will be provided face shield. SLP IA will provide student transition and tech support for Presence Learning Video based services. SLPA will pull Life skills students 1:1 or speech services.

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1d. COHORTING

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	**Contract tracing logs:** Logs shall be supplied to Columbia County Health daily for any students with symptoms. **Entrances/Exits, Meals and Restrooms:** Student cohorts are assigned to specific entrances/exits and restrooms. Meals times shall be hosted in the classroom. Meals will be delivered to classrooms by kitchen staff and placed outside doors. **Cleaning**: Please see section 1a. **Staff Working with Multiple Cohorts:** Staff members interacting with multiple cohorts shall wear masks and face shields and shall wash and/or sanitize hands between cohorts. **Transportation Cohort** ● Students will be assigned a transportation cohort. ● Attendance on each bus shall be taken per route. **Intervention Cohort** ● Students shall be assigned to an intervention cohort for special education or behavior supports (Tier 2 & 3) see section 1c. **Maximum Cohort Assignment** ● In most cases, students shall be assigned to a maximum of three cohorts Monday-Thursday- instructional cohort, transportation cohort and intervention cohort.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● Students attending the Clatskanie Academy at CES shall be assigned a cohort as well. ● Students participating in extra-curricular activities shall be assigned to a cohort. ● In some cases, students may also be assigned service cohorts for services such as counseling or therapy services. ***Special Education/Speech and Language Cohort*** ● This stable group is maintained as much as possible. ● In the event the stable cohort is changed, the Special Education case manager and SLPA will need to update the contact-tracing log. ● **NOTE: Due to the instructional model used, there is not a need for cohorts in Band, Art, and PE.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. 　● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	**Communication:** ● The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease. A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available. ● The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. ● The district safety committee (w/school nurse) will update ● Communicable disease plan with communication protocols. ● Additional communication regarding protocols will be shared with families and

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OHA/ODE Requirements	Hybrid/Onsite Plan
	staff in August prior to the start of on-site instruction. Updated communications will be provided in native languages as plans are adjusted as required throughout the school year.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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:
• Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
   o Trouble breathing
   o Persistent pain or pressure in the chest
   o New confusion or inability to awaken
   o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
   o Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
• Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	Parent and Staff Education
	● Families and staff will be provided with symptom lists and asked to check symptoms each morning prior to school and keep students home/stay home if symptomatic.
	● Such communications shall be in writing, provided via social media and emailed directly to all staff and to students in grades K-12.
	
	Screening Students Upon Entry
	● Each cohort shall be assigned an entry meeting location.
	● Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom
	● When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Columbia County Health.
	● Hand washing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.
	
	Logging for Contact Tracing
	● Please see section 1a.
	
	Screening Staff:
	● Staff are required to make a report to their supervisor when they may have been exposed to COVID-19.
	● Staff are required to report when they have symptoms related to COVID-19.
	
	Ongoing:
	● Weekly note: Reminders to parents to report actual symptoms when calling students in

OHA/ODE Requirements	Hybrid/Onsite Plan
	sick as part of communicable disease surveillance.
	● Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.
	● ***CMHS will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.***
	Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	**Visitors/Volunteers** ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. ● Volunteers for extra-curricular activities must be approved by building principal. Such approved volunteers will be required to complete training on COVID protocols and this plan and sign a waiver in addition to regular trainings and background checks. ● Adults in schools are limited to essential personnel only. ● Essential visitors must wash or sanitize their hands upon entry and exit. ● Essential visitors must wear masks. ● Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
• 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;"
   o Students should not be left alone or unsupervised;
   o Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
• Provide additional instructional supports to effectively wear a face covering;
• Provide students adequate support to re-engage in safely wearing a face covering;
• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
☒ 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.
• Additional guidance for nurses and health staff.
Protections under the ADA or IDEA
☒ 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:
• Offering different types of face coverings and face shields that may meet the needs of the student.
• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
• Additional instructional supports to effectively wear a face covering;
☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
• If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
   1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
   2. Placement determinations cannot be made due solely to the inability to wear a face covering.
   3. Plans should include updates to accommodations and modifications to support students.
	Face Masks or Shields
	   Required:
	● All staff working within 6' of students.
	● All students.
	● All staff who interact with more than one cohort in a day.
	● Bus drivers.
	● Staff preparing and/or serving meals.
	● School nurses or other personnel when providing care and monitoring of staff/students displaying symptoms.
	   Not Recommended
	● Anyone who has a medical condition or experiencing disability for whom mask wearing may be counter indicated.
	● For anyone while sleeping.
	
	Face Shields or Plastic Barriers Required for:
	● Speech Language Pathologists/Assistants or other adults providing articulation therapy.
	● Front office staff.
	
	ADA Accommodations
	If staff requires an accommodation for the face covering or face shield requirements, the principal shall work with the staff member to help develop an alternative solution or reassignment of duties

OHA/ODE Requirements	Hybrid/Onsite Plan

• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
   o 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,
   o If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
☒ 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 align="center">1i. ISOLATION AND QUARANTINE</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ 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	**Isolation:** ● **Bus:** Students developing symptoms on the bus shall be seated in designated row (2 seats back from driver) and will be taken immediately to office upon arrival to the school for additional screening. Students with symptoms upon screening will be sent to the supervised isolation room until they may be transported home or picked up. ● **Upon Arrival:** Students shall be visually screened in their cohorts by their supervising staff. Students exhibiting symptoms will report to the main office (CMHS) for screening and appropriate care until they may be transported home or picked up ● **During Day:** Students and staff exhibiting symptoms shall be sent to the front office for screening and placement in isolation room. Isolations rooms are identified below.

OHA/ODE Requirements	Hybrid/Onsite Plan
symptom monitoring must wear appropriate face covering or face shields. - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. - If able to do so safely, a symptomatic individual should wear a face covering. - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."* ☒ 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). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	● Clatskanie Middle High School: Room 101- Staff Assigned to Monitor Room **Transportation:** - Students in need of transport to home or medical facility shall be transported utilizing the District owned vehicle (Type 10, 20, Van). Passengers will sit in the seat furthest from the driver unless such location is inaccessible for the patient. Patients being transported shall wear masks as will the driver unless health of physical limitations prohibit such. The van will be cleaned and sanitized following each use. - Students in need of emergency transport to a medical facility shall be transported via ambulance. **Symptomatic Student/Staff Care and Re-Entry** - Name and contact information for staff and students exhibiting symptoms shall be sent to the Columbia County Health Department daily. - Staff and students exhibiting symptoms will be provided with instructions in their native language on how to access Columbia County Health. They will be encouraged to contact either provider, or their family doctor, for testing services. - Students and/or staff testing positive for COVID-19 will remain home for at least 14 days and will follow the guidance contained in this section of the ODE/OHA requirements prior to re-entry.

2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ 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. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	**Family Choice**: Students and families will be given the option to enroll in fully online distance learning or on-site hybrid learning. Families are welcome to move their students in and out of online and on-site hybrid learning as needed throughout the year with administrative approval.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	**Attendance:** **On-Site Hybrid:** Students on-site attendance shall be used as a primary attendance indicator. For any students not attending (and participating with their content teacher) at least two days per week, online learning logs will be monitored to determine weekly attendance. Students not present in the classroom two or more days will be considered present through at least one other method of two-way communication including: ● Canvas (live video participation, discussion boards or assignment submission) ● Email communication

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.
	● Phone communication
	
	Online
	For students attending fully online learning, two-way communication of two days shall be utilized to determine full weekly attendance. Two-way communications will be documented via:
	● Canvas (live video participation, discussion boards or assignment submission)
	● Email communication
	● Phone communication
	
	Students in grades 7-12
	
	The District will work with the Teacher Standards and Practices Commission to apply for Limited Conditional Assignments for all teachers to allow for such assignments
	
	● **Key components of the on-site hybrid learning option:**
	
	● Provide on-site instruction Monday-Thursday for cohort instruction.
	● The school day is reduced by one class period K-12 to allow teachers to have their prep and/or their online course prep and time with online students
	  ○ CMHS- 10:00-4:00
	  ○ CES 8:00- 2:00
	  ○ Time could be adjusted to reduce day by (1) period for more planning and student online support time.
	● Fridays are on-site for all staff for PD, planning time, and online education supports for students

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● All students will be assigned a district-owned device for use in the school building. ● Students will have the option to take the device home for at-home use. ● Deployment of district-provided hotspots and district-owned wireless access points places throughout the community to ensure adequate internet access for all families ● Additional devices will be accessible for in-building use for students with broken devices or devices left at home.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● School devices will be cleaned and sanitized between each use. ● During check-out and check-in procedures, social distancing and safety measures will be utilized.

<p align="center">2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	● **Hand washing:** All students will have access to hand washing prior to meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. ● **Equipment:** Sharing of supplies will be restricted when possible. All shared equipment will be cleaned between users. ● **Events:** Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow cohorting and social distancing guidance. Use of the building by outside groups will not be allowed. Use of facilities for District sponsored athletics and activities shall be coordinated through the Athletic Director and approved by the Principal FOLLOWING OSSA GUIDANCE. ● **Transitions/Hallways:** Hallways will include one-way traffic markings to reduce contact. Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day. ● **Personal Property**: Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student. ● **Restrooms**: Restrooms will be assigned to each cohort (We will be opening unused bathrooms at CMHS for use). Visual reminders will be used in all restrooms to encourage hygienic practices including: hand washing techniques, covering coughs/sneezes, social distancing, facial coverings and COVID-19 symptoms.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
    • Eliminate shared pen and paper sign-in/sign-out sheets.
    • Ensure hand sanitizer is available if signing children in or out on an electronic device.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Arrival and Entry
	  ● Each student cohort will be assigned an entrance point (i.e., a specific door) to the school building or to a meeting point.
	  ● Upon entry, students will go directly to their classroom cohort.
	  ● Staff will be present at each entry or meeting point to visually screen students for symptoms and track cohort data.
	  ● Students identified as potentially symptomatic will be directed to the office and will follow previously described procedures.
	  ● Breakfast will be served in the classroom. Students must wash hands before breakfast.
	
	  ● **Sign-In / Sign-Out Procedures**
	
	  ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance (main office at both buildings)?
	  ● Arrivals will be held in an identified/marked entry point in each building until screening is complete.
	All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.
    • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	● **Seating:** Classroom desks and tables (if needed) will be arranged with students being at least six feet apart. Students will have assigned seats and will stay in their assigned seats throughout the day.
	  ● **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff.
	  ● **Hand washing:** All students will wash their hands upon building entry and exit and prior to meals. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective hand washing practices.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see	● Playgrounds shall remain closed to the public.

OHA/ODE Requirements	Hybrid/Onsite Plan
Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	● Recess activities will be supervised in a manner conducive to social distancing. ● Students will access recess in their cohorts. ● Students will wash or sanitize their hands before going to recess and before returning to the building. Playground equipment **will not be** used

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2h. MEAL SERVICE/NUTRITION

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	● Meals will be served to cohorts in their classrooms. ● All students and staff must wash hands prior to meals and following meal consumption. ● Meals will be delivered to classrooms and disposable items will be used. (meals will be set outside of each classroom in coolers) ● Each desk/table will be cleaned prior to meal consumption (This can be done by students).

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2i. TRANSPORTATION

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the **Ready Schools, Safe Learners** guidance).	● The District will work with transportation department (Paul Simmons) to determine routes and times for routes.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
   • 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.
      ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
      ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
   • If arriving at school, notify staff to begin isolation measures.
      ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.
	● Transportation department will assure staff are trained and prepared to enact the District's plan.
	● Bus routes will be adjusted to support cohorting students and maintaining: 1) 3 feet of distance between non-family members and 2) 6 feet of distance from drivers (except during loading, unloading and assisting students).
	● All drivers will wear masks and/ or face shields.
	● Seats on each bus shall be identified for students exhibiting symptoms. Students exhibiting symptoms must: 1) Wear a mask or face shield, 2) remain seated in designated location, 3) be transported immediately to school office upon arrival (drivers should call ahead to the school when possible so staff may assist).
	● Parents shall receive education on busing procedures and be offered the opportunity for consultation for students who may need additional support on the bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ 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. ☒ 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	● All frequently touched surfaces and shared objects will be cleaned at least three times per day. ● Door handles, desks and tables will be cleaned between cohort groups. ● Ventilation systems will be checked and maintained monthly by maintenance staff (Paul and Jason). Staff is encouraged to use the help desk system to request assistance with any specialized needs beyond the monthly maintenance.

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

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	All health plans will be developed collaboratively with District admin, School Nurse, and Columbia County Health.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	NA

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
   • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
   • Fire drills must be conducted monthly.
   • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
   • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
☒ Drills can and should be carried out as close as possible 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.
☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
☒ Drills should not be practiced unless they can be practiced correctly.
☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
☒ 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).
☒ 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.
	Emergency drills will continue throughout the COVID-19 Pandemic as per existing rules, statutes and board policy.
	
	Drills can and should be carried out as close as possible 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.
	
	Staff will be trained in changes to drills prior to return to school and conducting any drills in the school setting. All standard collaboration (i.e. fire department, alarm company) and documentation remains required.
	
	Hybrid Model
	CMHS will instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
	   ● Principles of infection control and physical distancing will be practiced to the fullest extent feasible during emergency drills.
	   ● At minimum of 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes, and safety threats.
	***Actual drills must be less than 15 minutes if physical distancing cannot be maintained.
	   ● Fire drills will be conducted monthly.
	   ● Earthquake drills must be conducted two times a year.
	   ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety will be conducted at least two times a year.
	   ● Drill will be conducted multiple times on alternate cohort days per month to address all cohorts in hybrid models and allow all students an opportunity to participate.
	   ● Hand hygiene will be endorsed following return to classroom after the drill is

OHA/ODE Requirements	Hybrid/Onsite Plan
	complete. Comprehensive Distance Learning Model ● Drills remain required during CDL. ● Drills will not be practiced unless they can be practiced correctly. ● Education on emergency procedures can be transitioned to educational material to provide remote education on drills to fulfill 30 minutes of instruction on emergency procedures per month.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☒ 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.
☒ 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.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☒ 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.
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  • Student elopes from area
    o If staff need to intervene for student safety, staff should:
      ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
      ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      ● Wash hands after a close interaction.
      ● Note the interaction on the appropriate contact log.
    o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  • Student engages in behavior that requires them to be isolated from peers and results in a room clear.
    o If students leave the classroom:
      ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      ● Ensure physical distancing and separation occur, to the maximum extent possible.
	** Columbia County Health Authority (CCHA)
	
	CMHS embraces the framework of Positive Behavior Intervention and Supports. Proactive procedures such as daily routines and self-regulation skills are taught and reinforced with consistent expectations taught across the building.
	
	CMHS uses functional behavior assessment to drive individual support plans that addresses preventative and antecedent events and triggers. CMHS uses Character Strong 7-12 to promote social, emotional and behavioral education.
	
	CMHS uses a comprehensive professional learning framework for all staff. This learning is teacher-directed and student-centered. Professional Learning Consists of regular PD in:
	● Trauma Informed Practices
	● Responding to significant behaviors
	● Restorative Practices
	● Collaborative Problem Solving
	● Classroom Management
	● Implicit Bias
	● Impact of building positive relationships
	**All Professional Learning has a component of teacher/adult reflection on self-awareness, resilience, and self-care. We focus on prevention first.

OHA/ODE Requirements	Hybrid/Onsite Plan

● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
● Wash hands after a close interaction.
● Note the interaction on the appropriate contact log.
  o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
  o If staff need to intervene for student safety, staff should:
    ● Maintain student dignity throughout and following the incident.
    ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    ● Use the least restrictive interventions possible to maintain physical safety for the student and staff
    ● Wash hands after a close interaction.
    ● Note the interaction on the appropriate contact log.
  o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
☒ 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.
Protective Physical Intervention
☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the **Ready Schools, Safe Learners** guidance: Cleaning, Disinfection, and Ventilation).	

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3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	CSD will coordinate with the Local Public Health Authority in Columbia County. ● When cases are identified in the local region a response team will be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Modify, postpone, or cancel large school events as coordinated with CCHA. ● Work with CCHA to establish timely communication with staff and families.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the CCHA will impose restrictions on contacts. ● Establish a specific emergency response framework with key stakeholders. ● If school closure is advised by the Columbia County Public Health Department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	Please see CSD communicable disease plan The district safety committee (w/school nurse) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families. In the event of a closure, the district will initiate the Distance Learning Model and schedule.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ 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.	Please see CSD communicable disease plan

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 *Include how/why the school is currently unable to meet them*
Not applicable – we have met all requirements.	Not applicable – we have met all requirements.