



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	North Lake School District #14
Key Contact Person for this Plan	Gail Buermann, Superintendent
Phone Number of this Person	541-576-2121 or 541-589-2287
Email Address of this Person	gbuermann@nlake.k12.or.us
Sectors and position titles of those who informed the plan	Gail Buermann, Superintendent Jeremy Williams, MS-HS Principal Janet Waldron, Office Manager Laura House, Kindergarten Teacher, NLEA President Clark Simons, Dean of Students, NLEA Rep. Chad Waldron, Ag. Science/FFA/CTE Teacher Denise Oster, Food Services Director Jo Tuttle, Transportation Services Director Gary Addington, Head of Maintenance Jill Harlan, RN Lake Health District Lilli George, RN Lake Health District Jose Tobiasson, Parent Alina Bradbury, ESD Reentry Advisor
Local public health office(s) or officers(s)	LPHA Directory
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Gail Buermann, Superintendent Jeremy Williams, MS-HS Principal
Intended Effective Dates for this Plan	August 31, 2020-June 11, 2021
ESD Region	Lake County ESD

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.

As we create an on-site/hybrid educational model for the 2020-21 school year, our focus is on all students having equitable access to learning opportunities. Our goal is to provide support to all students, whether on-site or at home. Our primary barrier is poverty, so meeting the basic needs of students will be important as we return to school.

We plan to have K-4 students attend classes four days per week (normal schedule) and 5-12 students attend full days two days per week and access distance learning or extended classroom lessons on the other two days. Distance learning will be provided through paper packets and online learning opportunities with teacher support. When students are not allowed to attend on-site, K-12 students will access the Acellus online learning program with teacher support.

Among our student population:

- 71% of K-12 students are on free and reduced lunch
- 25% of our students are special education students on an IEP

We have included staff, parents, board members and administration in creating this Operational Blueprint. We have sent out staff surveys, parent surveys, posted informational updates on our district Facebook site, the district website, discussed it at board meetings, had meetings with staff, collaborated with other districts and administration. We have also had several discussions with public health officials regarding the health and safety protocols included in this plan.

Our main concern is reaching all students regardless of which model we are using at the time, including those students who choose to remain home and utilize our fully supported Distance Learning option. Many of our students do not have reliable internet or cell service, so every effort has been made to provide hotspots for those students. We have hired extra academic support staff to provide academic tutoring to students on the hybrid or distance learning models. Elementary students will also receive support from academic support staff, along with ELL and IEP students.

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 3-16 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.

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 provide Comprehensive Distance Learning as an alternative means of instruction if we are instructed to close our campus to on-site or hybrid instruction. We will also have a CDL program available throughout the 2020-21 school year for students unable or unwilling to attend classes on campus. Our preferred model is the K-4 on-site and 5-12 hybrid, and we will implement this model to the greatest degree possible. As noted in our Blueprint:

COMPREHENSIVE DISTANCE LEARNING OPTION #4

- This model will be implemented when:
 - A student at any grade level chooses to remain at home rather than attend school in person, primarily due to concerns over COVID-19.
 - A local school closure is ordered that is expected to extend beyond four weeks.
 - An emergency statewide school closure is ordered if the closure extends beyond four weeks.
- All requirements included in the [Comprehensive Distance Learning](#) guidance will be met by North Lake School District for all grade levels.
- The District will sponsor an online learning option, Acellus, which will be available to all K-12 students as needed during periods of Comprehensive Distance Learning. Students using Acellus will be supported by classroom teachers and special education staff to meet requirements in the IEP. We will also offer a fully online program, Edgenuity, for K-12 students who choose not to return to on-site classes. Enrollment in this North Lake Academy online program may be limited, depending upon need, but students will always have the option of Acellus if Edgenuity is not available.

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.

We attest that we have reviewed the Comprehensive Distance Learning Guidance, and will make every effort to meet these requirements for all grade levels.

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.

North Lake plans to use a K-4 On-site / 5-12 Hybrid model, and use the Distance Learning model for students unable or unwilling to attend school on-site. Distance Learning will also be implemented K-12 in the event of a school closure order.

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).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the 	<p>The North Lake School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p> <p>North Lake School District also follows School Board Policies GBEB, GBEB-AR, JHCC and JHCC-AR.</p> <p>Exclusion Guidelines: The COVID-19 Specific Exclusion Guidelines are identified in this document for quick reference.</p> <p>Training Staff: All staff will be trained in sections 1-3 of the Ready Schools, Safe Learners guidance during back to school in-service, and continuing throughout the year at weekly PLC meetings. Additional guidelines specific to the prevention and spread of COVID-19 are found here.</p> <p>Screening/Isolation: Visual screening of all students and staff for COVID-19 symptoms will be conducted upon entry to the building. Following the visual screening, potentially symptomatic students will be isolated as per this guideline.</p> <p>Contact Tracing: Contact tracing logs will be kept for each student and/or cohort, and will be provided to LPHA upon request.</p> <p>Itinerant Staff: Itinerant staff who move between buildings or schools will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p>Outbreak Plan: The North Lake School District Outbreak Protocol is outlined in section 3a. The process for communicating potential COVID-19 cases to the school community and other stakeholders will be conducted under the direction of the LPHA.</p> <p>North Lake School will report daily attendance to LPHA when the total percentage of absences due to illness exceeds 10% of the total enrollment for that day. Parents will be asked to report absences for any and all reasons to the school district on a daily basis. When</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort.</p> <ul style="list-style-type: none"> If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> Child's name Drop off/pick up time Parent/guardian name and emergency contact information All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p><input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p>	<p>reporting an absence due to an illness, NL staff will encourage parents to call their health care provider.</p> <p>Reporting confirmed cases, clusters of illness to the LPHA will occur according to current rules governing the sharing of medical/health information in place at the time of the incident(s). Additionally, North Lake School District will inform the school community and other stakeholders as dictated by guidance from the LPHA, OHA and as allowed by law.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> 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. 	<p>All staff and students will be given the opportunity to self-identify as vulnerable of living with a vulnerable family member. Leave options will be available in accordance with the CBA and current alternate leave options, if any.</p> <p>Staff*</p> <ul style="list-style-type: none"> All redeployed, qualifying staff will have the option of taking OFLA, sick leave or sick time, personal days or unpaid leave as per their CBA. Redeployed <i>classified</i> staff members will be assigned to on-line instructional support. Redeployed <i>certified</i> staff members will be assigned to online instruction as lead teachers. <p><i>*Plan includes classified and teachers self-identifying.</i></p> <p>Students</p> <ul style="list-style-type: none"> All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins. Students who experience disability will continue to receive specially designed instruction. Students with language services will continue to receive English Language Development. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> Visitors/Volunteers will be unable to work in schools or complete other volunteer activities that require in-person interaction at this time. Adults in schools are limited to essential personnel only.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>K-12 HYBRID OPTION #1</p> <ul style="list-style-type: none"> • K-6 A groups will attend on-site Monday and Wednesday. • K-6 B groups will attend on-site Tuesday and Thursday. • Grades 7-12 will attend classes as stable cohort groups (to the greatest degree possible) to be determined by scheduling requirements and staffing options. • Room capacity will be determined using the 35 sq. ft. rule. • Online instruction and support materials for all grade levels will begin by the third week of school. <p>K-4 ON-SITE / 5-12 HYBRID OPTION #2</p> <ul style="list-style-type: none"> • K-4 grade levels will attend M-Tu-W-Th. • 5-12 grade levels will attend on a hybrid schedule (two days on-site and two days off-site as described above). <ul style="list-style-type: none"> ○ A groups will attend Monday and Wednesday. ○ B groups will attend Tuesday and Thursday. • Grades K-4 and 7-12 will attend classes as stable cohort groups (to the greatest degree possible) to be determined by usable space, scheduling requirements and staffing options. • Room capacity will be determined using the 35 sq. ft. rule. • Online instruction and support materials for all grade levels will begin by the third week of school. <p>SHORT-TERM DISTANCE LEARNING OPTION #3</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> This model will be implemented only in the event of necessity due to student absence, or an outbreak due to COVID-19 up to four weeks in duration. All requirements included in the Short-Term Distance Learning Requirement Overview will be met by North Lake School District for all grade levels. <p>COMPREHENSIVE DISTANCE LEARNING OPTION #4</p> <ul style="list-style-type: none"> This model will be implemented when: <ul style="list-style-type: none"> A student at any grade level chooses to remain at home rather than attend school in person, primarily due to concerns over COVID-19. A local school closure is ordered that is expected to extend beyond four weeks. An emergency statewide school closure is ordered if the closure extends beyond four weeks. All requirements included in the Comprehensive Distance Learning guidance will be met by North Lake School District for all grade levels. The District will sponsor an online learning option, Acellus, which will be available to all K-12 students as needed throughout the year. Students using Acellus will be supported by classroom teachers and special education staff to meet requirements in the IEP. Edgenuity will also be available for students who wish to enroll in a fully online option for the year. A limited number of licenses will be available in this program, but we will meet the needs of students and parents to the best of our ability. <p>Social Distancing Requirements</p> <ul style="list-style-type: none"> Hallways will be marked with directional signs where necessary to maintain 6' distancing. To the greatest degree possible, students will be assigned lockers 6' from cohort members. Cafeteria service will be provided in additional locations to spread students out and allow for 6' spacing requirements. Staff will maintain 6' distancing in staff meetings and conferences. Remote meetings may be used.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. 	<p>Transportation Cohort</p> <ul style="list-style-type: none"> Buses will transport a stable group of students each day. Stable groups can be varied by AM/PM routes. Contact-tracing logs are required to be maintained for each AM and PM route. <p>In-building Cohorts</p> <ul style="list-style-type: none"> Stable cohorts will be maintained to the greatest degree possible, and student movement will be reduced when possible. Elementary students will remain in single grade-level cohorts as much as possible throughout the day. <ul style="list-style-type: none"> In the event the cohort is changed, it will be noted on the contact-tracing log. Special Education services and EL services will be delivered in the classroom as much as possible. If students require one-one services in the Learning Center, it will be noted on the contact-tracing log.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<ul style="list-style-type: none"> • Students will not be part of any single cohort or part of multiple cohorts that exceed a total of 100 people within the educational week. NL will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<p>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.</p> <p>Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</p> <p>Updated communication will be shared with families monthly or as updated information is available throughout the school year. Information will be made available on the school website, sent home with students, mailed home or sent out via our phone all-call message system.</p> <p>The definition of exposure is being within 6' of a COVID-19 case for 15 minutes or longer.</p> <p>Parents and community members will be encouraged to contact the LPHA or their medical provider if they need additional information.</p>

1f. ENTRY AND SCREENING


OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready 	<p>Arrival and Entry</p> <ul style="list-style-type: none"> • Each student will be assigned an entrance point (i.e. a specific door) into the school building. • Staff will be present at each entry point to visually screen students for symptoms upon arrival. • They will go directly to their first cohort (i.e. first period) through their assigned entry door. • Students must wash their hands before breakfast. • Students will report to their assigned breakfast location. <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> • Staff will be assigned to each entry door to visually screen students. • When the screening indicates that a student may be symptomatic, the student will be directed to the office. We will follow established Communicable Disease Guidelines (see section 1a), watching specifically for COVID-19 symptoms from CDC. • Primary symptoms include a fever in excess of 100.4 F. • Handwashing stations or hand-sanitizers will be paced by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. • There are transportation specific screening protocols that will be followed. See section 2i for more information. <p>When to Stay Home</p> <ul style="list-style-type: none"> • Students and staff will be directed When to Stay Home by using the list of symptoms. • This list will be posted on the North Lake School website.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><i>Schools, Safe Learners</i> guidance) and sent home as soon as possible.</p> <ul style="list-style-type: none"> They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <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 within the preceding 14 calendar days.</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>	<ul style="list-style-type: none"> How To Manage COVID-19 Symptoms at Home is available in English and Spanish. NL School will follow the guidelines of the LPHA. <p>Contact-Tracing Log</p> <ul style="list-style-type: none"> Staff assigned to each entry door will need to maintain contact-tracing logs with information about each student who entered and other students with whom they came in contact during entry. <p>Screening Staff</p> <ul style="list-style-type: none"> Staff are required to report when they may have been exposed to COVID-19. Staff are required to report when they have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Restrict non-essential visitors/volunteers.</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>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<ul style="list-style-type: none"> Visitors and 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. Essential visitors must wash or sanitize their hands upon entry and exit. Essential visitors must wear face coverings in accordance with OHA and CDC guidelines. Essential visitors must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

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

OHA/ODE Requirements	Hybrid/Onsite Plan						
<p>☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.</p> <p>☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.</p> <p>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team may provide for a “sensory break” according to ODE guidelines in place.</p> <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> <p>Protections under the ADA or IDEA</p> <p>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to 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"> Offering different types of face coverings and face shields that may meet the needs of the student. 	 <p>FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS</p> <table border="1"> <thead> <tr> <th>FACE COVERING</th> <th>FACE SHIELD</th> <th>CLEAR PLASTIC BARRIER</th> </tr> </thead> <tbody> <tr> <td>A cloth, paper or disposable face covering that covers the nose and the mouth; may or may not be medical grade.</td> <td>A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.</td> <td>A clear plastic or solid surface that can be cleaned and sanitized often.</td> </tr> </tbody> </table> <p><i>Note: Face coverings are not synonymous with face masks.</i></p> <p>Face Coverings, Masks, Shields and Barriers</p>	FACE COVERING	FACE SHIELD	CLEAR PLASTIC BARRIER	A cloth, paper or disposable face covering that covers the nose and the mouth; may or may not be medical grade.	A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.	A clear plastic or solid surface that can be cleaned and sanitized often.
FACE COVERING	FACE SHIELD	CLEAR PLASTIC BARRIER					
A cloth, paper or disposable face covering that covers the nose and the mouth; may or may not be medical grade.	A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.	A clear plastic or solid surface that can be cleaned and sanitized often.					

OHA/ODE Requirements

- 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, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site 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.
 - Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this

Hybrid/Onsite Plan

Face coverings, masks, shields and barriers will be provided for students, district staff, transportation staff and essential visitors according to current rules and regulations. This includes students requiring accommodations due to existing medical conditions, other health concerns or ADA and IDEA exceptions.

Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during On-site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however, additional provisions apply to students protected under ADA and IDEA.

Protections under the ADA or IDEA will be granted under all applicable laws in effect at the time. Individual needs will be considered, and a viable solution sought either through parent contact or the IEP meeting process, whichever is appropriate.

Because these requirements change periodically, North Lake School is prepared to comply with all requirements regarding face coverings, masks and shields for staff, students and essential visitors according to directives by the Governor, ODE, OHA and/or our LPHA.

If a staff member requires an accommodation for the face covering or face shield requirements, we will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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 MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. 	<p>Isolation Measures</p> <ul style="list-style-type: none"> • A designated primary isolation area will be used for students and staff who are symptomatic. • Symptomatic students will remain at school until a designated adult can pick them up. Students may be transported home by school personnel when necessary. • Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least 6' of distance and wear facial coverings. • Other health and safety protocols will be followed as required. • PPE will be used in accordance with proper guidelines, handwashing and sanitizing will be used, and all PPE will be disposed of properly. • PPE will be made available as needed. • Secondary isolation areas may be identified if/as needed. • Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include: <ul style="list-style-type: none"> ○ Name of student ○ Reported symptoms/reason for health room visit ○ Action taken • NL exclusion protocol may be found here. • Staff and students who exhibit COVID-19 symptoms will remain home as per LPHA/OHA directives. • All health protocols regarding student and staff isolation will be followed according to current LPHA and OHA requirements.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <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 higher risk activities (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> <ul style="list-style-type: none"> • The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ○ The ADM enrollment date for a student is the first day of the student’s actual attendance. ○ A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ○ If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. 	<p>Students and families will be given the option to enroll in K-12 online distance learning, K-4 on-site or 5-12 hybrid learning.</p> <p>K-4 students enrolled in on-site learning will participate in in-person learning four days per week.</p> <p>5-12 students enrolled in hybrid learning will participate in in-person learning two days each week and online or teacher-directed instruction two days each week.</p> <p>Students identified as at-risk or in need of additional, focused support will have the option of participating in in-person lessons with supplemental learning online, or in comprehensive distance learning. Teachers will provide academic support for all 5-12 hybrid learning students and K-12 online distance learning students.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ 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. <p><input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p>	<p>Hybrid learning and distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.</p> <p>All students will be enrolled, unenrolled and counted as present or absent according to ODE guidelines in place at the time.</p> <p>Students will not be disenrolled for non-attendance if they are identified as high-risk or vulnerable to infection with COVID-19, or if they have COVID-19 symptoms for 10 or more consecutive school days.</p> <p>Attendance policies will account for students who do not attend in-person due to family health and safety concerns.</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</p> <ul style="list-style-type: none"> • 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 	<p>Grades K-5: 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).</p> <p>Grades 6-12: 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).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>instruction continue to be those hours in which the student was present.</p> <ul style="list-style-type: none"> • Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance learning requirement for checking and reporting attendance. <p>☒ 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).</p> <p>☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.</p>	<p>Families will be provided with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.</p> <p>For K-4 students attending on-site four days per week, attendance will be counted as per our usual procedure.</p> <p>For students attending the hybrid model, twice a week check-ins will prioritize two days of in-person learning. Students not present for both days will be counted as present through at least one other method of two-way communication, including:</p> <ul style="list-style-type: none"> • Live Google Classroom sessions • Assignment submission • Email communication • Phone communication <p>For students in fully online learning, two-way communication on 2 of the 4 days of online learning may include:</p> <ul style="list-style-type: none"> • Live Google Classroom sessions • Assignment submission • Email communication • Phone communication <p>Teachers and administration will review individual and school-wide attendance data weekly.</p> <p>These procedures and protocols will change only as per requirements of the Governor or ODE.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).</p> <p>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<p>Technology:</p> <ul style="list-style-type: none"> • All students will be assigned a district-owned device for use in the school building. • 5-12 Students will have the option to take the device home for at-home use. • K-4 students will be allowed to take the device home ONLY when requested by teachers, and with District approval. • K-12 students all have their own chrome books, and will not be sharing with any other student. • Most K-4 work will be provided via paper packets if using a hybrid model. • Deployment of district-provided hotspots for 5-12 will continue to ensure adequate internet access for all families. • In the event district-provided hotspots are unavailable or adequate internet access is not possible, work will be provided to students via paper packets or thumb drives. • Additional devices will be accessible for in-building use for students with broken devices or devices left at home. • School devices will be cleaned and sanitized regularly.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p> <p>☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p>	<ul style="list-style-type: none"> • Handwashing: All students will have access to hand washing prior to breakfast, break and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ● Equipment: Equipment included materials such as school supplies (scissors, glue sticks, pencils, pens, rulers, etc.), PE and recess equipment, Science lab supplies, shop tools, etc. <ul style="list-style-type: none"> ○ Sharing of supplies will be restricted whenever possible. ○ All shared equipment will be cleaned between users. ○ Sanitizing protocols will be developed for all shared equipment. ● Events: All school-sponsored events will be cancelled, modified, postponed to meet requirements for social distancing and safety. ● Transitions/Hallways: Hallway traffic is expected to abide by the 6' social distancing rule. <ul style="list-style-type: none"> ○ Hallways will include one-way traffic markings (where necessary) to reduce personal contact. ○ Transitions by grade-level cohort groups will be staggered to reduce personal contact. ○ Student cohorts will remain in the classroom with adult transitions when possible. ○ Cohort classrooms will be assigned by classroom, subject and/or grade level to allow access to assigned drinking fountains, restrooms and handwashing stations throughout the school day. ● Personal Property: Personal property must be labeled with a student name and will only be used by the student. <ul style="list-style-type: none"> ○ School supplies will NOT be shared with other students. ○ School supplies, whether brought from home or issued at school, will be labeled with a student name and used only by the item owner.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival and Entry</p> <ul style="list-style-type: none"> ● Each student will be assigned an entrance point (i.e. a specific door) to the school building. ● Physical distancing will be maintained during arrival and entry to the building. ● Staff will be present at each entry point to visually screen students for symptoms using this protocol. ● Staggered entry will be utilized upon arrival and dismissal. ● They will go directly to their first cohort (i.e. first period) through their assigned entry door. ● Students must wash their hands before breakfast. ● Students will report to their assigned breakfast location. <p>Sign-In/Sign-Out Procedures</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. ● Arrivals will be greeted at the door by a staff member to reduce the traffic. ● A sign-in/sign-out log will be handled by office staff to reduce sharing of pen and paper. ● Hand sanitizer will be available near front entry door and other high traffic areas. ● Students entering school after arrival times must be screened for primary symptoms of concern.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating: <ul style="list-style-type: none"> ○ Classroom desks and tables will be arranged with students being seated a minimum of 6' apart. ○ Students will use a single assigned seat at all times. ● Materials: <ul style="list-style-type: none"> ○ Each classroom will limit sharing of community supplies when possible. If needed to share, these items will be cleaned between each use. ○ Hand sanitizer and tissues will be available for use by students and staff. ● Handwashing: <ul style="list-style-type: none"> ○ All students will wash their hands upon building entry and prior to breakfast and lunch. ○ Additional hand washing opportunities will be provided throughout the school day. ○ Signage at each sing/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
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ 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 <i>Ready Schools, Safe Learners</i> 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, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>Playgrounds, Fields, Recesses and Breaks:</p> <ul style="list-style-type: none"> ○ Students will access outside areas during planned break times and remain in areas designated for their particular cohort. ○ Each cohort will be given their own equipment for use on the playground. ○ Only outdoor equipment that can be easily cleaned between cohorts will be used. ○ Recess activities will be designed to support cohorting and social distancing. ○ Students will wash their hands or use hand sanitizer before exiting the building, and again upon returning to the building. ○ Recess and PE activities will be designed to allow for physical distancing and maintenance of stable cohorts. ○ Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. <ul style="list-style-type: none"> • 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. 	<p>Meal Service/Nutrition:</p> <p>Meals will be served to stable cohort groups in various designated areas, respecting social distancing.</p> <p>All students will wash hands both before and after meals using soap and water for 20 seconds, OR use an alcohol-based hand sanitizer with 60-95% alcohol.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> 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) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning 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. 	<p>Students will not share utensils or other items during meals.</p> <p>Meals may be pre-plated to reduce the opportunity for contamination.</p> <p>Tables will be cleaned between meal periods and cohort groups.</p> <p>A system for counting meals will be coordinated with the food service director.</p> <p>Staff will eat meals independently and not in staff rooms when other people are present.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ 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 <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<p>Transportation:</p> <p>The District will work with the Transportation Department to develop district level routes, training and updates.</p> <p>Bus routes will be adjusted to support cohorting students and physical distancing, including:</p> <ul style="list-style-type: none"> • 3' of physical distance between passengers. • 6' of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices). <p>All bus drivers will wear face shields or face masks when not actively driving and operating the bus.</p> <p>Buses will be cleaned and wiped down between each route (AM and PM) daily.</p> <p>If a student displays symptoms, provide a face shield or face covering and keep the student at least 6' away from others. Continue transporting the student.</p> <ul style="list-style-type: none"> • 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. <p>The school will consult with families of students who will need additional support on the bus. This may include an additional staff member riding the bus with students.</p> <p>Parents and families will be notified of changes to transportation service (i.e. physical distancing at bus stops and while loading/unloading, potential for increased route time, sanitizing practices and face coverings).</p> <p>Face coverings or face shields for all students in grades K and up will be required. This expectation will change only upon a change in directive from the Governor, OHA, ODE or the LPHA.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. 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. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <ul style="list-style-type: none"> • 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 to 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. ☒ 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). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. 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). <ul style="list-style-type: none"> • Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. 	<p>All frequently touched surfaces (i.e. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (i.e. toys, games, art supplies) will be cleaned between uses at least 2 times per day.</p> <p>Playground equipment will be cleaned at least 1 time per day, or between cohorts.</p> <p>Door handles, desks and tables will be cleaned between cohort groups.</p> <p>Ventilation systems will be checked and maintained by maintenance staff as per our routine maintenance schedule.</p> <p>Cleaning products will be used safely and correctly following labeling direction as specified by the manufacturer. Products will be kept away from students. Only products deemed safe for use by children will be used by students.</p> <p>Whenever possible, products with asthma-safer ingredients will be used.</p> <p>Facilities will be cleaned and disinfected daily.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 	<p>This Blueprint has been drafted in collaboration with our county health office.</p> <p>The LPHA will share materials and information on a wide variety of health topics on the NL School website.</p> <p>Other health staff will be included on teams (to the greatest extent possible) to determine district health priorities.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	North Lake has an established relationship with Advantage Dental Sealant Program . When school is in session, every effort will be made to provide these services to K-12 students as has been our practice.

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency 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"> • 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. <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	<p>North Lake will comply with requirements to instruct students on emergency procedures on a regular basis according to current requirements.</p> <p>Drills will be carried out as close as possible to the procedures that would be used in an actual emergency, while respecting current physical distancing requirements according to COVID-19 guidelines. If physical distancing must be compromised, drills will be completed in less than 15 minutes.</p> <p>Drills will not be practiced unless they can be practiced correctly.</p> <p>Staff will be trained in advance of student arrival.</p> <p>When on a hybrid schedule, multiple drills will be conducted to ensure all students have the opportunity to practice the drills.</p> <p>Students will wash hands with soap and water for 20 seconds or use hand sanitizer after the drill is complete.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <ul style="list-style-type: none"> ☒ 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. 	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff 	<p>Students who need extra support will be provided instruction in an appropriate manner from an adult.</p> <p>Steps will be taken to prevent incidents from occurring within the school environment.</p> <p>We will adjust the environment and adjust antecedents where possible to minimize student and staff dysregulation. We will establish a proactive plan designed to build self-regulation skills and practice them when the student is ready to learn, cooperative, relaxed and receptive.</p> <p>Staff is and will continue to be trained in effective methods for developing and maintaining their own level of sense of calm that enables them to support struggling students and colleagues.</p> <p>We will plan for the impact of behavior mitigation strategies on public health and safety requirements.</p> <p>All spaces, reusable PPE and other equipment will be sanitized after use.</p>

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



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>We have reviewed the “Planning for COVID-19 Scenarios Toolkit”, and it can be referenced at any time when needed.</p> <p>The current plan outlines a process for coordinating with LPHA to establish communication channels related to current transmission level. An Outbreak Protocol is found here.</p>

3b. RESPONSE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Continue to provide meals for students.	<p>We will ensure continuous services and implement Comprehensive Distance Learning.</p> <p>We will continue to provide meals to students.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	<p>We will review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.</p>
<input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	<p>Cleaning, sanitizing, and disinfecting of surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) will follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.</p>
<input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>We will follow LPHA guidance to begin bringing students back to on-site instruction, and make adjustments in procedures and protocols per guidance from the LPHA.</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>