



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated: January 29, 2021

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

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION | |
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| Name of School, District or Program | Powell Butte Community Charter School |
| Key Contact Person for this Plan | Jennifer Berry-O’Shea |
| Phone Number of this Person | 541-548-1166 |
| Email Address of this Person | Jberry-oshea@powellbuttecharterschool.org |
| Sectors and position titles of those who informed the plan | PBCCS Staff: School Administrator, Student & Family Services Coordinator, Building Engineer, Office Manager Custodian, Classroom Teachers Community Partners: CCSD Transportation Supervisor, CCSD Asst. Superintendent, CCSD Facilities Director, Crook County Health Department |
| Local public health office(s) or officers(s) | Katie Plumb, Crook County Health Department |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Jennifer Berry-O’Shea |
| Intended Effective Dates for this Plan | August 24, 2020 |
| ESD Region | High Desert |

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

¹ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

² For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

PBCCS has collected survey data regarding Distance Learning for All, preferences for the 2020-21 school year, intent for the next year school, successes and struggles, technology availability/needs for next school year, preference of parents and students for structure of learning for 2020- 2021 school year and intent to send students to school next year. Additionally, PBCCS staff have reached out to individual families, community members and stakeholders to gain insight and perspective in the planning process.

3. Select which instructional model will be used:

On-Site Learning **Hybrid Learning** **Comprehensive Distance Learning**

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

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

PBCCS has families who will not attend traditional classes due to the risks of COVID-19, or their personal opinions regarding the health and safety protocols. It is essential that we provide a distance learning component in order meet the needs of our community and maintain our enrollment. PBCCS will implement distance learning from September 2020-June 2021, for families that select that model of instruction.

If needed, PBCCS will utilize distance learning in response to levels of COVID-19 infection in Crook County and the State. PBCCS works closely with the Crook County Health Department to determine if in-person learning is safe for students and staff. PBCCS continues to monitor the metrics in partnership with Crook County Health Department to determine what instructional model is appropriate for our staff, students and community.

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.

- None

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.

PBCCS intends to keep a distance learning component in order to support students and families that do not want to participate in on-site instruction at this time. PBCCS is committed to serving our community and meeting family's needs in this challenging time. PBCCS is ready to provide on-site instruction, as allowable to by the community COVID-19 metrics. PBCCS is monitoring the metrics weekly, and in constant communication with the Crook County Health Department. Three-week intervals will be used as decision making windows for any programming changes.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school | <p>PBCCS staff have completed the OSHA risk assessment using the risk assessment template.</p> <p>PBCCS will follow a COVID-19 specific Communicable Disease Management Plan</p> <p>The administrator will be the designee to establish, implement, and enforce physical distancing requirements that are consistent with ODE and OHA guidance. This information will be posted for staff on site. This role has been communicated to all staff members in order for them to access and voice concerns or needs. In addition, a process has had been developed to ensure concerns are presented, reviewed regularly and remedied. Individuals may use the following form to report a concern: COVID-19 Related Safety Concern Form</p> <p>Local Public Staff/School Nurse/Other Health Experts</p> <p>Muriel DeLaVergne-Brown Public Health Administrator, Crook County Health Department 541-416-1980 mdelavergnebrown@h.co.crook.or.us</p> <p>Katie Plumb, MC Deputy Director, Prevention & Health Promotion Supervisor Crook County Health Department 541-447-3260/541-233-9177 Kplumb@h.co.crook.or.us</p> <p>Megan McPhetridge School Nurse Crook County School District (541) 447-5664</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <ul style="list-style-type: none"> ☒ Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional | <p>Megan.mcphetridge@crookcount.k12.or.us</p> <p>Pam Lundy Registered Nurse</p> <p>Training at the administrator and leadership level will take place through ODE, HDESD and CCSD. Trained administrators and supervisors will train at their sites during in-service, and throughout the year as needed. Training for all new hires will occur as needed, throughout the school year. Training will be conducted virtually, if possible, or in small groups to ensure physical distancing is maintained.</p> <p>PBCCS will work with the Crook County Health Department to ensure we are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate. School administrator, or designee will make contact with the Communicable Disease liaison at Crook County Health Department. PBCCS will cooperate with LPHA recommendations and provide all logs and information in a timely manner.</p> <p>PBCCS will follow a Cleaning and Disinfecting Plan and best practices and protocols for reducing exposure to COVID-19. Cleaning and Disinfecting Plan</p> <p>Staff will greet students at assigned points of entry each morning. Students arriving after the start of the school day will be greeted by office staff. "Greeters" will do visual checks of all students, staff and visitors to campus. Checks can be done visually and/or with confirmation from a parent/caregiver/guardian. Greeters will do visual screening for the following COVID-19 symptoms: cough, fever or chills, shortness of breath, or difficulty breathing.</p> <p>Students displaying COVID-19 symptoms will be asked to return home or to report to the isolation (1i) room and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.</p> <p>In the event of a presumptive or confirmed COVID-19 case in school our Communicable Disease partners at county health will provide guidance as we lead response efforts. PBCCS will follow a COVID-19 Communication Plan.</p> <p>Families will be notified in a timely manner by letters/emails. Families will be provided in English and Spanish or other requested formats to ensure accessibility. The regional school safety director, or designee, will assist regional school efforts in communication review and dissemination, if requested.</p> <p>PBCCS will follow ODE guidance and maintain individual and cohort information via a Cohort Daily Log. The log will be stored in the main office for four weeks. PBCCS is exploring the option of a Daily Log system that may be tied to the SIS. Parent/guardian name and emergency contact information will be stored in the SIS.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p> | <p>PBCCS will provide local health authority with Cohort Daily Logs and other information necessary to expedite contact tracing in the event of a possible closure.</p> <p>PBCCS will report to the LPHA any cluster of two or more persons with similar illness among staff or students. If anyone who has been on campus is known to have been diagnosed with COVID-19, PBCCS will report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. PBCCS will modify, postpone, or cancel large school events as coordinated with the LPHA.</p> <p>If school is closed, PBCCS will implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. PBCCS will communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</p> <p>The administrator is responsible for completing the weekly ODE COVID-19 School Status report.</p> |

1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><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. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <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. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. | <p>All students and staff will be provided the opportunity to self-identify as in the high-risk population and/or living with a member of the high-risk population.</p> <p>PBCCS will continue to serve students in high risk population(s) through on-site or distance learning models. To the greatest extent possible, students who are unable to participate in on-site learning due to their high-risk status will be provided the opportunity to attend/interact with their peers. This will allow educators to support all students and synchronously integrate distance learning experiences into their on-site class.</p> <p>PBCCS will account for all students that have health conditions that require nursing services.</p> <p>Staff Identified as high-risk may be re-assigned and/or may consider all leave options.</p> <p>Staff have reviewed the Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid. PBCCS will work with our Special Education service provider, Crook County School District, to implement the guidance.</p> <p>PBCCS will account for students will health conditions, and partner with the appropriate entities to ensure care. PBCCS will acquire the appropriate PPE as need for care.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. | |

1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. | <p>PBCCS will establish a minimum of 35 square feet per person when determining room capacity (calculations made with usable space). PBCCS will establish six feet of space between individuals to support physical distancing in all daily activities and instruction, including staff meetings and professional development, to the maximum extent possible. Web-based tools will be used for meetings, student conferences, professional development, etc. to the greatest extent possible</p> <p>Steps will be taken to minimize the time standing in lines and to ensure that six feet of distance between students is used when forming lines, to include marking spacing on the floor, one-way traffic flow in constrained spaces, etc. Schedules will be staggered to limit student interactions, and avoid crowding and gathering.</p> <p>PBCCS will establish cohorts of students using the same classrooms and learning spaces with the same teachers each day.</p> <ul style="list-style-type: none"> • To the greatest extent possible, students will remain in the same classroom environments for the duration of the learning day, unless this would severely impact educational needs. Teachers of specific academic content areas may rotate through student cohorts where feasible. • PBCCS will make efforts to restrict interaction between student cohorts; e.g. access to restrooms, activities, common areas, transitions. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. | <ul style="list-style-type: none"> PBCCS will make accommodations for students who will need additional support in learning how to maintain physical distancing requirements by providing instruction; rather than employing punitive discipline. <p>PBCCS has measured all classrooms, offices and common areas and will limit capacity to allow for 35 sq./ft. per person. PBCCS will post occupancy limits on classrooms, offices and common areas. Signage: Occupancy Limits</p> <p>CONSIDERATIONS</p> <p>Hallways & Non-Classroom Spaces</p> <ul style="list-style-type: none"> Constrained hallways & non-classroom spaces will be marked with one-way directions and markers to keep students physically distant. <p>Elementary</p> <ul style="list-style-type: none"> Specials: Art/ Music, PE Instruction Special Education Services/SLP <p>Middle School Considerations</p> <ul style="list-style-type: none"> Staggered transition periods Special education Services/SLP |

1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week ⁴ , unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards ⁵ , and peers. <input checked="" type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. | <p>As feasible, PBCCS will establish stable cohorts.</p> <ul style="list-style-type: none"> Stable cohorts will be maintained and updated as needed. Daily logs of cohorts are recorded and accessible through the SIS system. Designated restroom, handwashing stations, and common areas will be established for each cohort. PBCCS understands that the smaller the cohort, the less risk of spreading disease. PBCCS cohorts will ensure that students are not a part of one or more cohorts that exceeds a total of 100 people within the educational week. PBCCS will make efforts to minimize interaction between students in different stable cohorts (e.g. access to restrooms, activities, common areas). When feasible, stable cohorts will remain in the same learning spaces for the duration of the learning day, including lunch. PBCCS will design cohorts so that all students maintain access to general education, grade level learning standards, and peers. <p>For contact tracing, PBCCS will maintain Cohort Daily Logs.</p> <ul style="list-style-type: none"> Students may be part of more than one stable cohort during the school day. Each cohort will have a system to ensure contact tracing can be completed; daily individual student or cohort logs are required; cohorts must be diverse groups of students that would typically be grouped in schools. Teachers of specific academic content areas will rotate instead of students to the maximum extent possible. |

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

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input checked="" type="checkbox"/> Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.</p> | <ul style="list-style-type: none"> • Cohort Daily Log <p>All staff will have access, and be required, to perform regular cleaning of their spaces (using approved cleaning agents) between multiple student or staff uses of their space. Routine cleaning of high touch surfaces and equipment will follow CDC cleaning and disinfecting guidance.</p> <p>Staff schedules have been modified to reduce the number of cohorts that a staff member interacts with. Staff who interact with multiple stable cohorts will wash or sanitize their hands between interactions with different stable cohorts or individual students and wear face coverings. Staff will wash or sanitize their hands upon entry to the building and again when they leave. Staff will wash or sanitize hands before and after meals.</p> <p>If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation. All members of a stable cohort group will need to quarantine until the contact tracing process is completed. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate contact tracing. An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 minutes with a COVID-19 case.</p> <p>Cohorts Include:</p> <ul style="list-style-type: none"> • Transportation Cohort • Grade Level Cohorts • Special Education/Speech & Language |

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p><input checked="" type="checkbox"/> Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</p> <p><input checked="" type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).</p> <p><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.</p> <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy. <p><input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p> | <p>Communication to PBCCS staff will be on-going to share protocols and infection control measures. Staff training was conducted, and protocols and procedures were practiced with staff prior to in-person learning. Additional training is provided at staff meetings and in professional learning communities.</p> <p>Signage is posted throughout the facility, including the OSHA “COVID-19 Hazard Poster” and “Masks Required” signage.</p> <p>In the event of a presumptive or confirmed COVID-19 case in school our Communicable Disease partners at the Crook County Health Department will provide guidance as we lead response efforts. PBCCS will follow the COVID-19 Communication Plan.</p> <p>All PBCCS families and staff will receive communication immediately via email when a COVID-19 case is diagnosed in the school community.</p> <p>All letters/emails to families will be provided in English and Spanish or other requested formats that ensure accessible to the school community. The regional school safety director, or designee, will assist regional school district efforts in communication review and dissemination, if requested.</p> <p>Letter Templates</p> <p>Periodic training and review of protocols will be provided to ensure vigilance.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. ☒ Provide all information in languages and formats accessible to the school community. | |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide. ☒ 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>Student Entry & Screening</p> <ul style="list-style-type: none"> • Staff will greet students at an assigned entry point each morning. Students arriving after the start of the school day will be greeted by office staff. • Staff “greeters” will do visual checks of all students, staff and visitors to campus. They will conduct a visual screening for the following COVID-19 primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Student wellness checks can be done visually and/or with confirmation from a parent/caregiver/guardian. • Students displaying COVID-19 symptoms will be asked to return home or to report to the isolation (1i) room and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. • The layout of the PBCCS facility is being evaluated by the reopening planning team to develop a plan for effective entry and screening procedures. • Upon entry students will be expected to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. • Screening Protocol <p>Staff Entry & Screening</p> <ul style="list-style-type: none"> • Staff are required to report to the administrator when they may have been exposed to COVID-19. • Staff are required to report to the administrator when they have symptoms related to COVID-19. • Staff members are not responsible for screening other staff members for symptoms. • PBCCS will use staff screening procedures developed by Crook County Health Department. • Upon entry staff will be expected to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. <p>Restricting Student/Staff from School</p> <ul style="list-style-type: none"> • Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. • PBCCS will 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 10 calendar days. • In addition to COVID-19 symptoms, students will be excluded from school for signs of other infectious diseases, per existing school policy and protocols. • Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. |

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| | <ul style="list-style-type: none"> Staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) will not be excluded from school. <p>Family Communication</p> <ul style="list-style-type: none"> PBCCS will remind parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. <p>Parents/guardians will be asked to provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p> |

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <input checked="" type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide. <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance. | <p>Volunteers will be unable to directly work in schools at this time.</p> <ul style="list-style-type: none"> Volunteers will be encouraged to support teaching and learning by performing projects at home or other locations. Volunteers will be encouraged to pick up/return materials for requested classroom or office projects in the school entry, in a designated area. <p>Visitors will be restricted to common entry and exit areas, while maintaining physical distancing, wearing face coverings and following the other provisions of the Ready Schools, Safe Learners guidance until further notice. Upon entry visitors must wash and/or sanitize their hands. Face coverings are available in the front office, if needed. All visitors will be screened for symptoms upon entry and restricted from the school if they have a known exposure to COVID-19 within the preceding 14 days.</p> <p>Non-school personnel will schedule work/deliveries outside student contact hours, if moving beyond the school entry.</p> <ul style="list-style-type: none"> Only allow contractors if six feet of physical distance between all people can be maintained. Contractors will be screened for symptoms upon every entry and will be required to fill out contact tracing forms. PBCCS will restrict from school property any contractor known to have been exposed to COVID-19 within the preceding 14 calendar days. Contractors that are allowed in schools or facilities must wash or sanitize their hands upon entry and exit. Contractors must wear face coverings in accordance with the <i>Communicable Disease Management Plan</i>, the Crook County Public Health department, OHA, and the Center for Disease Control. <p>PBCCS will maximize video and telephone meetings between parents/caregivers/guardians for conferences and other meetings with PBCCS staff.</p> |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. | <p>Face coverings, such as surgical and cloth masks, are available in the front office for staff, students, service providers, visitors and volunteers.</p> |

OHA/ODE Requirements

- ☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- ☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.
- ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- ☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”
 - Students must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.
- ☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related

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Individuals are permitted to remove face coverings when working along in a private office or when separated by more than 6 feet outside. Face shields are only an acceptable alternative in specific circumstances.

Face coverings will be required for all students in grades Kindergarten and up, following [CDC guidelines](#). Face covering will be worn indoors and outdoors.

If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school staff will:

- Provide a supervised space away from peers while the face covering is removed.
- Provide additional instructional supports to effectively wear a face covering, as necessary.
- Provide students adequate support to re-engage in safely wearing a face covering;
- Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

Accommodations for on-site learning will be made for students with existing medical conditions and physician’s orders or other health related concerns. Accommodations for students with established IEP/504 plans (prior to the school closure in March 2020) may be made due to the nature of the disability. For students not currently served under an IEP or 504 considerations will be made as to whether or not the inability to consistently wear a face covering as required is due to a disability.

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, through Comprehensive Distance Learning. Additional provisions may be made for students protected under ADA and IDEA.

Staff providing direct care or monitoring staff/students displaying symptoms will wear a face covering, as well as additional appropriate PPE. Staff members needing accommodations for face coverings requirements will have limited proximity to students and staff, and may have a minimized scope of work.

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| <p>concerns, schools/districts must not deny any in-person instruction.</p> <p><input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. • For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p><input checked="" type="checkbox"/> For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p> | |

1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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>PBCCS has protocols in place for the exclusion and isolation of sick students or staff, following the COVID-19 Exclusion Summary Guide. Screening protocols are implemented upon arrival. PBCCS students</p> |

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| <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p> | <p>and staff who report or develop symptoms of cough, fever, chills, shortness of breath, difficulty breathing, or sore throat while at school will be isolated in a designated isolation area in the school or building with adequate space and staff supervision, will be provided face covering, and symptoms will be monitored by school staff until they are able to go home. CCSD Transportation Supervisor will identify isolation areas on buses.</p> <p>If two students present COVID-19 symptoms at the same time, they will be isolated at once in separate spaced or physically distanced. Anyone providing supervision and symptom monitoring must wear appropriate face covering and appropriate PPE. An emergency contact or family member will be called and asked to safely transport the student home or to a healthcare facility. If this is not an option, local ambulance services can be summoned by calling the non-emergency police line. The office staff will keep records of students or staff being isolated or sent home for LPHA review. Logs must be maintained for every student who reports to the office, regardless of whether they are treated or sent home. Logs will include: name of student, reported symptoms/reason for health room visit, action taken. Staff will maintain student confidentiality as appropriate. Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. PBCCS will follow LPHA advice on restricting from school any student or staff known to have been exposed. 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. PBCCS will use "Planning for COVID-19 Scenarios in Schools" guide and consult with the Crook County Health Department as needed to work through COVID-19 scenarios at school. PBCCS has a determined isolation area and any necessary modifications to areas where staff/students will be isolated, considering required physical arrangements to reduce risk of disease transmission and 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> <p>Any student that is off-site isolating or quarantining has access to a remote learning option.</p> <p>Isolation Protocol</p> |



2. Facilities and School Operations

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

2a. ENROLLMENT

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

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| <ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ 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 must 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. | <ul style="list-style-type: none"> • PBCCS will enroll students following the Oregon Department of Education guidelines. • PBCCS office staff will records a student’s enrollment date is the first day of the student’s actual attendance, and per ODE guidance in regards to the temporary suspension of the 10-day drop rule. • The enrollment date of a student that do not attend the first 10 sessions days of school, will reflect the student’s actual first day of attendance • Students who were anticipated to be enrolled, but who do not attend at any time will not be enrolled and submitted in ADM. • For students that have stopped attending for 10 or more days, PBCCS will work to engage them and contacting the student or family and encouraging attendance., unless PBCCS has confirmation that the student has transferred or withdrawn from school. • No student will be dropped for non-attendance if they meet the following conditions; <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infections with COVID-19 ○ Have COVID-19 symptoms for 10 consecutive school days ○ PBCCS will continue to count the student as absent in reporting • When enrolling students from another school, PBCCS will request documentation from the prior school within 10 days of enrollment. • After receiving documentation from another school that a student has enrolled PBCCS will drop that student from enrollment. • PBCCS will review attendance policy and make changes, if needed, to account for students who do not attend in-person due to student or family health and safety concerns. |

2b. ATTENDANCE

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

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| <ul style="list-style-type: none"> ☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. | <ul style="list-style-type: none"> • In grades K-5, attendance will be taken once per day regardless of instructional model. • In grades 6-8, attendance will be taken at least once for each scheduled class regardless of instructional model. • Attendance and participation expectations will be communicated clearly to families by PBCCS staff. |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. | <ul style="list-style-type: none"> • PBCCS staff will clean and sanitize each device brought in for updates, repair, return, inventory, between use or redistribution. • Computer labs will be cleaned with approved cleaners between cohort uses. • Classroom computers will be cleaned with approved cleaners between uses. • All students will be allowed to take home their school issued devices on a regular basis and if a school closure occurs. • Preparations for the possibility a student, class, or school will move to Distance Learning will be in place. • An established technology inventory system will be used for all school devices. • Families will be surveyed to collect information about the number, type, and condition of devices used in their homes to support distance learning and their connectivity. • PBCCS will review technology procedures and policies and update as needed. • PBCCS will create a system to support student/staff/family technology needs and troubleshooting. • Students and staff will have access to safe charging stations for learning inside and outside. |

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. | <ul style="list-style-type: none"> • Handwashing: Handwashing and other virus prevention protocols will be explicitly taught to students in an age appropriate way. All students will have access to hand washing before lunch/snack. Opportunity for frequent hand washing will be provided throughout the school day. PBCCS will advise and encourage all |

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| <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 identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). | <p>people on campus to wash their hands frequently. Hand sanitizer will be available and bathrooms will be stocked with soap and towels.</p> <ul style="list-style-type: none"> ● Equipment: PBCCS has developed cleaning protocols for all equipment used by more than one individual or purchased equipment for individual use. For example, all classroom supplies and equipment will be cleaned before use by another cohort. This includes PE equipment, playground equipment, music equipment. ● Events: All field trips, assemblies, special performances, school-wide parent meetings and other large gatherings will be postponed, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. ● Transitions/Hallways: PBCCS will limit school transitions to the extent possible. <ul style="list-style-type: none"> ○ Hallway traffic direction marked to show travel flow and support physical distancing. ○ Students lining up in cohort classes will maintain appropriate physical distancing. Line up areas will be marked with visual cues to indicate adequate physical distance. ● Personal Property: PBCCS will establish clear school and classroom practices for personal property brought to school, such as water bottles, school supplies, etc.) Personal property must be labeled prior to entering school. Use will be limited to the item's owner only, no sharing of personal items. |

2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | <ul style="list-style-type: none"> ● PBCCS will require appropriate physical distancing, stable cohorts, square footage, and cleaning requirements be maintained during arrival and dismissal procedures. ● If necessary, PBCCS will create schedule(s) and communicate staggered arrival and/or dismissal times for busing and school day. ● Students will be assigned an entrance and assigned staff member(s) will conduct visual screenings (see section 1f). ● PBCCS will require "sign-in/sign-out" procedures to help facilitate contact tracing. Per ODE guidelines, PBCCS will eliminate shared pen and paper sign-in/sign-out sheets, and will provide hand sanitizer if needed for electronic "sign-in/sign-out." ● Each office and classroom will maintain a daily list of persons who enter their school/classroom. Teachers must not allow students/staff to enter their room if their arrival will exceed room occupancy limits. ● PBCCS will provide hand sanitizer dispensers near entry doors and other high-traffic areas. ● Drop off/pick-ups schedule to be as brief as possible. <ul style="list-style-type: none"> ○ PBCCS will clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. |

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | <ul style="list-style-type: none"> • Seating: Staff will rearrange student desks and tables to maximize physical distancing. Students will be assigned seats, so they are in the same seat at all times. • Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. • Handwashing: Handwashing and other virus prevention protocols will be explicitly taught to students. Signage will be posted throughout the school. All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day. • Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. Students will be instructed to cover coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. • Furniture: Where possible, difficult to clean furniture will be removed from classrooms, as needed. • Classroom Procedures: Students will be assigned designated space to store individual belongings. To the greatest extent possible, shared items will not be used. • Environment: When possible, windows will be opened in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out. • Limit Transitions: Schedules will be modified where possible, to reduce students in close contact. Staff will refrain from mixing classes with other classes and teachers, as much as possible. Visual aids will be used to illustrate traffic flow, appropriate spacing, and assigned seating areas. • <u>School Signage</u> |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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 <u>Specific Guidance for Outdoor Recreation Organizations</u>). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <u>CDC guidance</u>. | <p>Playground/Fields/Recess/Breaks:</p> <ul style="list-style-type: none"> • The PBCCS playground will remain closed to the general public. • Students will access outside areas during planned break times. • Students will wash hands or use hand sanitizer before and after using playground equipment. • Playground supplies and equipment will be designated to cohort groups (balls, jump ropes, etc.). Teachers and support staff will set and teach expectations for shared equipment use. • Designated playground, shared equipment and outdoor equipment will be disinfected at least daily or between use as much as possible in accordance with <u>CDC guidance</u>. • Recess activities will be designed to support cohorting and physical distancing. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. | <ul style="list-style-type: none"> • Signage will be provided and some areas will have restricted access. <p>Restrooms:</p> <ul style="list-style-type: none"> • Students and staff will wash hands with soap and water for 20 seconds after using the restroom. Soap will be made available to students and staff. • Restrooms are easily accessible for outside learning, and handwashing stations have been set up to allow for appropriate handwashing when participating in outside learning. <p>Physical distancing, cohorts and square footage requirements will be maintained.</p> <p>Shared spaces for employee gathering are limited. Schedules are staggered, so staff do not have common breaks, lunches and prep times. Space capacity is posted to inform staff using community spaces on campus.</p> |

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. <input checked="" type="checkbox"/> Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. | <p>Coordinated procedures and services with <i>Friends of Powell Butte School</i> lunch program.</p> <ul style="list-style-type: none"> • Nutrition service staff participated in the reentry planning process at PBCCS. • Staff serving meals will wear face shields or coverings. • Staff will appropriately clean all meal items, touch-points and counting systems. • Lunches will be delivered to classrooms. There will be no self-service or buffet-style meals. • Students will eat in the classroom with their cohort groups. • All students must wash hands prior to meals and snacks. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. • Students and staff will not share food or drinks. Teachers will include that in their teaching of classroom and school procedures. • Students will not share utensils or other items during meals. • Students will be allowed to remove their face coverings for meals and snacks, and will maintain physical distancing requirements. • Each table/desk will be cleaned prior to meals being consumed. • Face coverings and shields are removed for eating and drinking. <p>Staff will clean and disinfect tables between meal periods.</p> <p>Staff meal times will be staggered to prevent congregation in shared spaces. Shared spaces for employee gathering are limited. Schedules are staggered, so staff do not have common breaks, lunches and prep times. Space capacity is posted to inform staff using community spaces on campus.</p> |

2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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). ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings for all students, applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. | <p>PBCCS’ transportation procedures are coordinated by the CCSD Transportation Supervisor.</p> <ul style="list-style-type: none"> • Each bus driver will be required to: <ul style="list-style-type: none"> ○ Visually screen students for illness ○ Maintain logs for contact-tracing ○ Use hand sanitizer in between helping students. ○ Wear a face covering. ○ Take actions to maximize ventilation on the bus to the greatest extent possible. • Busses will have clear loading/unloading procedures and use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. • A student showing symptoms of COVID-19 will continue to be transported and will be seated in the first row of the bus, with window open. The student will unload first. If arriving at school, staff will implement isolation protocols. The seat and surrounding surfaces on the bus will be thoroughly cleaned and disinfected • Transportation staff will clean and sanitize buses between cohort routes. • Transportation staff may 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. • Transportation staff will determine and post maximum occupancy for each bus, per guidance while following this guidance. • CCSD Transportation Supervisor, in collaboration with PBCCS, will 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). • Face covering requirements will apply to students in grades Kindergarten and up when riding the bus. |

2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. | <ul style="list-style-type: none"> • PBCCS custodians and staff will 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 and throughout the day, but not less than once daily. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ 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"> ● Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces, following CDC guidance. ● Outdoor learning spaces will have at least 75% of the square footage of its sides open for airflow. Outdoor learning spaces will be cleaned and disinfected in accordance with CDC guidance. ● Playground equipment will be cleaned at least daily or between use as much as possible in accordance with CDC guidance. Shared playground equipment, such as balls, will be cleaned and disinfected in between uses. ● Staff will maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. ● Cleaning and disinfecting products will be used as directed by the appropriate staff. PBCCS will choose products recommended by CCSD or the EPA. Products will be chosen with asthma-safer ingredients as designated by EPA List N. ● Staff will be advised NOT to bring their own cleaners. ● Ventilation systems will be operated properly, and will be frequently checked and maintained. Staff will consider the need for increased ventilation in areas where students with special healthcare needs receive medication or treatments. Ventilation systems will be checked regularly. Considerations for ventilation in areas where students with special health needs receive medication or treatments will be made. ● PBCCS will increase natural ventilation before and after students arrive, and while students are present to the greatest extent possible. ● PBCC facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces |

2k. HEALTH SERVICES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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 behavioral health providers; dental providers; physical, | <p>PBCCS will coordinate services with regional community partners and Crook County School District.</p> <ul style="list-style-type: none"> ● Teachers will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. ● Information on health and prevention will be included on the school website, in newsletters and signage will be posted throughout the school to promote health. This will be done in collaboration with the LPHA. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p> | <ul style="list-style-type: none"> ● PBCCS will maintain a prevention-oriented health services program for all students, including space to isolate sick students and services for students with special healthcare needs. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated. ● Staff will review 504 and IEP accommodations to address vulnerable populations. ● PBCCS will maintain continuity of existing health management issues and will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care, etc.). ● PBCCS will collaborate, as needed with health professionals as needed to support COVID-19 planning and other health needs. <p>Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</p> |

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <p><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners</p> | <p>N/A</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student transportation off-campus is limited to medical care. | |

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input 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 type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). | <ul style="list-style-type: none"> • PBCCS will instruct students on all emergency procedures, as well as conduct practice drills for all students/staff participating in learning on campus. Procedures and drills include fire, earthquake and safety threats. • Safety drills will be practices correctly. During safety drills physical distancing measures will be implemented during exit, recovering and reentry. • If physical distancing must be compromised to implement the drill appropriately, the drill will be completed in 15 minutes or less. • PBCCS staff will be trained on safety drills prior to students arriving on campus. • If needed, multiple drills will be schedules so that all students have the opportunity to practice. • Students will wash their hands for 20 seconds or use an alcohol-based hand sanitizer upon returning to their classrooms after each drill is completed. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. | |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • 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 ● 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 | <ul style="list-style-type: none"> • PBCCS will use the components of Collaborative Problem Solving or a similar framework to provide instruction and skill-building to support all student’s needs. • Staff will develop and implement proactive/preventative strategies to reduce events and triggers in the classroom and school-wide. • Staff will proactively plan for known behavioral escalations, and make adjustments to support students in accordance. • Daily routines will be developed to support self-regulation skills building. Instruction sessions will take place when students are ready to learn, and not demonstrating challenging behaviors. • Staff support and training will be provided on de-escalation strategies and skill building. PBCCS will implement alternative to restraint and seclusion. • Staff support and training will be implemented to develop personal self-regulation skills and resilience, in order for staff to remain calm and able to support struggling students and other staff members. • PBCCS will plan for and train staff on modifications needed for the implementation of behavior strategies, with consideration to public health and safety requirements. • Staff will appropriate clean and disinfect areas that are used to deescalate challenging behaviors in accordance with the cleaning and disinfection plan and CDC guidance. • Staff will use and appropriately clean and sanitize PPE used during any episode of physical intervention. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).</p> <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> | |

2o. PROTECTIVE PHYSICAL INTERVENTION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.</p> | <p>PBCCS staff will follow manufacturer’s recommendations for cleaning and disinfecting PPE. All single-use PPE will be appropriately disposed of.</p> |



3. Response to Outbreak

3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p> | <p>PBCCS has reviewed and will utilize the Planning for COVID-19 Scenarios in Schools.</p> <p>In the event that there is a single positive case or a cluster of cases of COVID-19, PBCCS will partner with the LPHA, to work on ongoing COVID-19 mitigation efforts.</p> <p>PBCCS will coordinate with Local Public Health Authority administrators, or their designees, (see Communicable Disease Plan or section 1a of this document) to establish real-time communication channels related to current transmission level.</p> <p>PBCCS will:</p> <ul style="list-style-type: none"> ● Follow school board policy for Communicable Disease. ● Coordinate communication with the local health authority and communicate with approved language to stakeholders. ● If the region impacted is in Crook County, the local health authority will provide school-centered guidance and direction for PBCCS. ● PBCCS’ baseline outbreak rate is if 2% or greater confirmed cases are present within a one-week period. ● Work with LPHA to establish timely communication with staff and families. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| | <ul style="list-style-type: none"> ● PBCCS will follow the established plan from the local health authority concerning reportable cases. ● Assess technology resources and plan for rapid deployment. ● When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the administrator, or designated staff, on the diagnosed case(s). Likewise, the local health authority will impose restrictions on contacts. ● Assess levels of supplies that will be needed in case of an outbreak. ● Check insurance coverage for contingencies such as school closures and high employee absenteeism. ● Explore the implications for mass and extended individual employee absences, and instruction during school closings: <ul style="list-style-type: none"> ○ Plan for substitutes for all positions -- bus drivers, teachers, cafeteria staff, etc. ○ Address any needed sick leave exemptions or waivers. ○ Consider emergency sick leave pools. ● Coordinate with health insurance carriers regarding any anticipated challenges with the widespread use of health insurance benefits. |

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. | <p>PBCCS has reviewed and will utilize the Planning for COVID-19 Scenarios in Schools.</p> <p>PBCCS will ensure continuous services and implement Comprehensive Distance Learning as necessary.</p> <p>In the event of an outbreak, PBCCS will:</p> <ul style="list-style-type: none"> ● Coordinate with the local health authority for any outbreak response. <ul style="list-style-type: none"> ○ Procedures from Crook County Health Department: Call the main health department number 541-447-5165. <ul style="list-style-type: none"> ■ During business hours, M-F 8-5, press 2 for Communicable Disease services. This will direct you to our front desk staff. Tell them that you need to report a workplace COVID case or exposure and they will direct you accordingly. ■ If you happen to call outside of business hours, listen to the message for the number to call for Communicable Disease reporting. This number will change depending on who is on-call at the time you are making the report ● If anyone who has been on campus is known to have been diagnosed with COVID-19, PBCCS will report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. ● PBCCS will report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ● When cases are identified in the local region, a response team will be assembled within the region. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| | <ul style="list-style-type: none"> ● PBCCS will modify, postpone, or cancel large school events as coordinated with the local health authority. ● If school is closed, the Distance Learning will be implemented for all staff/students. ● PBCCS will work with CCSD to continue to provide meals for students in the event of a closure. <p>PBCCS will share and implement precautionary measures called for by the state and LPHA and communicate them to staff, students, and families. The CDC recommends:</p> <ul style="list-style-type: none"> ● Avoid close contact with people who are sick. ● Avoid touching your eyes, nose, and mouth. ● Stay home when you are sick. ● Cover your cough or sneeze with a tissue, then throw the tissue in the trash. ● Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe. ● Follow the CDC’s recommendations for using a facemask (people with symptoms and health workers). ● Remind all to wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if hands are visibly dirty. <p>The administrator and PBCCS leadership will prepare for possible increased number of employee absences due to illness in employees and their family members, and for dismissals of school due to high levels of absenteeism or illness.</p> <p>PBCCS will review policies and procedures that may come into play, such as:</p> <ul style="list-style-type: none"> ● Student and employee absences due to illness (should “perfect attendance” procedures be amended?), ● School closures based on public health concerns, ● Emergency management plans, and ● Non-discrimination policies <p>PBCCS will emphasize the need to remain vigilant against stigma due to perceived race, national origin, or recent travel. Foster a supportive environment free from rumors or associations of a virus with a specific population.</p> <p>PBCCS will consider cancelling nonessential travel per travel guidance on the CDC website, including local and national field trips.</p> <p>PBCCS will prepare communication materials for on-site instruction criteria, symptoms lists, student absence protocols, communications plans, communications procedures with parents in the event of school closures, and the like.</p> <p>PBCCS will coordinate with ODE about the possibility of mass student or staff absences.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| | <p>Working with the LPHA, PBCCS will determine when school closures are indicated based on a set percentage of staff and student absenteeism as recommended by local and state public health authorities.</p> <ul style="list-style-type: none"> • Establish distance learning options for students if available for extended school closures. • Address how staff will be informed about expectations for student home-based academic work. • Coordinate with the state educational agency about the possibility of school closings. How will attendance days and/or virtual class time be counted? • Explore teaching monitoring or ensure education remains on track in case of school closings; recruit parents to assist in the delivery of educational services to their children. • Coordinate with community partners, local health and welfare agencies to ensure children continue to receive nutrition usually supplied at schools. • Address how the school can provide information and support to families in need of childcare when schools are closed. • Determine under what conditions schools will reopen. <p>Identify and seek state and federal emergency relief, grants, and funding flexibility available to address unexpected needs, and recovery efforts.</p> <p>Coordinate with local health authorities about expectations to utilize school facilities for emergency services.</p> <p>Obtain any needed equipment and supplies.</p> <p>Create clear communication for staff and families for potential quarantine expectations related to school closures. Work with public health officials for effective communication strategies. Letter Templates.</p> |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input 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>PBCCS has reviewed and will utilized the Planning for COVID-19 Scenarios in Schools.</p> <ul style="list-style-type: none"> • PBCCS will plan instructional models that support all learners in temporary distance/remote learning. • Staff, or contractor, will 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. • Staff will communicate with families about options and efforts to support returning to On-Site instruction. • PBCCS will follow local health authority guidance to begin bringing students back into On-Site instruction. • PBCCS will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| | <ul style="list-style-type: none"> PBCCS will continue to offer instructional models that support all learners in On-Site or Hybrid and Comprehensive Distance Learning. |



ASSURANCES

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

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



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> |
|-----------------------------|--|
| | |