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FOPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2021-22

Updated 6/30/21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Colton Elementary School, Colton School District 30429 S Grays Hill Rd, Colton, OR 97017
Key Contact Person for this Plan	Mario Alba
Phone Number of this Person	(503) 824-3536
Email Address of this Person	albam@colton.k12.or.us
Sectors and position titles of those who informed the plan	Dr. Jan Olson - School Nurse Dr. Koreen N. Barreras-Brown, Superintendent Mario Alba, CES Principal Danielle Agostinelli, School Psychologist Charlotte Gant, Teacher Brittney Herbison, Teacher Chris Gibb, Executive Director of Operations Travis Remmick, CEA President Jody Ogden, CACE President Eric Bjarnson, Lead Custodian / Safety Officer
Local public health office(s) or officers(s)	Clackamas County Health Department

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

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Mario Alba
Intended Effective Dates for this Plan	September 28, 2020 (due to wildfires)
ESD Region	Clackamas ESD

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

Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. Across our district, our focal students will have preference to in-person learning, and K-5 will be in person four days a week. We have discussed all students with special needs having access to 4 days a week in-person learning K-12 in all our models. We developed a variety of engagement opportunities for multiple shareholders representing all our student groups such as surveys, Q&As, and virtual information and feedback sessions (students, parents, board members, union leaders and staff participated in these sessions).
Among our student population:
- 32% access free and reduced lunch
- 13% identify as students of color
- 14% experience special needs
- 3% require accommodations from a 504 Plan
- 2% are emerging bilingual students

3. Indicate which instructional model will be used.

   Select One:

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

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

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Colton Elementary School does not meet Clackamas County and the state of Oregon metrics that are required for a school district to reopen. We are providing instruction through Comprehensive Distance Learning. Link: https://www.colton.k12.or.us/cms/lib/OR02213525/Centricity/Domain/4/CSD%20DL%202020-21.pdf

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. <u>Here is a link to the overview of CDL Requirements.</u> Please name any requirements you need ODE to review for any possible flexibility or waiver.

Colton Elementary School Comprehensive Distance Learning Guidance. Link

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.

Colton Elementary Schools plan is attached with this link. https://www.colton.k12.or.us/cms/lib/OR02213525/Centricity/Domain/4/CSD%20DL%202020-21.pdf

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ The school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, the county is not in the On-Site (Green) or On-Site and Hybrid (Yellow) column (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. [See guidance from the Oregon Health Authority.](#)	1.) CSD has registered for COVID-19 K-12 on-site testing for symptomatic students and staff identified on campus as well as those with known exposure. [See guidance from the Oregon Health Authority.](#) 2.) CSD has identified a school testing administrators and reporters. All identified school staff have taken the required training. [See guidance from the Oregon Health Authority.](#). 3.) CSD collects contact information for all staff and students. 4.) All CSD schools sent the COVID-19 testing consent forms to parents/gaurdians and are tracking which students have parent consent for testing. 5.) CSD is prepared to offer on-site COVID-19 testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. However, it is not a mandate for any person to administer the test (student or staff).

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.	Communicable Disease Plan – linked [here](#) Communicable Disease Plan for OHA and ODA- [Here](#)

- ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- ☒ Process to report to the LPHA any cluster of any illness among staff or students.
- ☒ Protocol to cooperate with the LPHA recommendations.
- ☒ Provide all logs and information to the LPHA in a timely manner.
- ☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
- ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
- ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
- ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
  - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☒ Required components of individual daily student/cohort logs include:
  - Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information
  - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- ☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. T**he CDC now names people with disabilities and people with developmental disorders as a part of "Other People Who Need Extra Precautions."** **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:	1) All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member. **Staff** **Plan includes bus drivers, classified, and limited teachers self-identifying.* ● Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options. **Students** ● All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.

1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:

- Communicate with parents and health care providers to determine return to school status and current needs of the student.
- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
- Service provision should consider health and safety as well as legal standards.
- Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
  - 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.

- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.

Visitors/Volunteers

- Visitors/Volunteers will be able to work in schools, or complete other volunteer activities that require in-person interaction, for specific safety reasons per the school principal request. In general, adults in schools are limited to essential personnel only.

Communications
Communication to families will be provided in the family's home language and in a variety of formats accessible to the school community

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.** ☒**Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.** ☒ **Middle and High School Level when at a county case rate of ≥200 (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3-6 feet between students to the maximum extent possible.** ☒ **All Levels: Support physical distancing in all daily activities and instruction, maintaining 3-6 feet between staff at all times and 3-6 feet between staff and students to the maximum extent possible.** ☒ **Consider physical distancing requirements 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. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.** ● **Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 3- 6 feet of physical distance between the educator and the student to the maximum extent feasible.** ☒ **Maintain 3- 6 feet physical distancing for all levels (K–12) during activities involving increased exhalation, such as singing, shouting, band, sports, or physical activity.**	Overall: ● Remove extra furniture to make more room ● Removing fabric-covered furniture ● Assign seating to maximize physical distancing and minimize physical interaction. Kindergarten (KG) and 1st Grade (Classrooms) – Develop class rosters to have no more than 20-22 students with one teacher ==(maintaining 3-6 feet physical distancing to the degree possible).== 2nd Grade-3rd Grade (Classrooms) Develop class rosters to have no more than 20-22 students with one teacher ==(maintaining 3-6 feet physical distancing to the degree possible).== 4th - 5th Grade (Classrooms and Media Center) Develop class rosters to have no more than 20-22 students with one teacher ==(maintaining 3-6 feet physical distancing to the degree possible).== Additional Considerations: Special education services will be planned and provided by Case Manager in collaboration with the classroom teacher. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. Itinerant Speech/Language Pathologist: one space in the music room designated for speech and language cohort groups. SLP provided a face-shield or plexiglass partition. Music teacher: schedule rotations into classrooms for music instruction. Limit use of all band instruments with cleaning between cohorts. Choir activities limited or conducted outside with at least 12 feet between students.
☒ Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Establish stable cohorts (cohorts up to 36 students recommended):** ● **The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.** ☒ **Maintain 3-6 feet physical distancing for all levels (K–12) during activities involving increased exhalation, such as singing, shouting, band, sports, or physical activity.** ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the _**Ready Schools, Safe Learners**_ guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	Below are the identified stable cohorts to ensure capability for contact-tracing. **1) Transportation Cohort** ● This is a stable group of students each day. ● Stable groups can be varied by AM/PM routes. ● Updated contact-tracing logs are required for each run of a route. **2) Kindergarten - 5th Grade Classroom Cohorts** ● These grade-level cohorts are maintained throughout the year and for each special area (i.e., music, PE). **3) Speech and Language Cohort**

☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	• This stable group is maintained as much as possible. Note • In the event the stable cohort is changed, the SLP will need to update the contact-tracing log. **NOTE**: Due to the instructional model used, there is not a need for cohorts in Band, Special Education services, EL services, or PE.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 3- 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	**Communication:** • The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) • The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. • The district safety committee (w/school nurse) will update communicable disease plan with communication protocols. **Communications** Communication to families will be provided in the family's home language and in a variety of formats accessible to the school community.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
- Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
- Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
- In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
- Emergency signs that require immediate medical attention:

  - 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

☒ **Screen all elementary grade students for symptoms on-site 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. Secondary students must also be screened every day. This can be done off-site, prior to coming to school.**
☒ 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
- Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
- Additional guidance for nurses and health staff.

☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *Planning for COVID-19 Scenarios in Schools*"
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from

Screening Students:
- Upon arrival, students will go directly to their established cohort classroom. All classes with outside doors will utilize this initial entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms.
- When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a).
- Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.
- There are transportation specific screening protocols that must be followed. See section 2i for more information.

Screening Staff:
- Staff should be provided with a list of symptoms and self-screen prior to arrival at school.
- Staff who have symptoms compatible with COVID-19 should remain home and report illness symptoms to direct supervisor.
- Staff is required to report when they may have been exposed to COVID-19.
- Staff who become ill at school shall report to the administrator immediately and should be dismissed to home if symptoms are excludable.

Ongoing:
Weekly note: Reminders to parents to report actual symptoms when calling to report students as sick- as part of communicable disease surveillance.
Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.

Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Restrict non-essential visitors/volunteers.
  ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
  ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
 	
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *Planning for COVID-19 Scenarios in Schools.*"
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
☒ Visitors/volunteers must maintain 3-6 feet distancing, wear face coverings, and adhere to all other provisions of this guidance.
	● Visitors/Volunteers will be able to work in schools, or complete other volunteer activities that require in-person interaction, for specific safety reasons per the school principal request. In general, adults in schools are limited to essential personnel only.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following Ready School Safe Learners guidance. Fully vaccinated staff are not required to wear face coverings or physically distance inside school buildings when students are not present (such as before and after school or on weekends) only when vaccination status is checked by the school in a manner described by OHA in guidance. Face shields are an acceptable alternative 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, when physical distancing can not be maintained.
 	
☒ ● 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:
	Facial Shields
	Facial shields and face masks are **required** and will be provided for:
	  ● Speech Language Pathologist
	  ● Front office staff (when supporting students in the health room) - barriers will be in place in each central office.
	
	Facial Coverings
	Facial coverings are not synonymous with facemasks.
	
	Students indoor: All students are required to wear appropriate face coverings
	
	School Staff Indoors: Fully vaccinated staff are not required to wear face coverings or physically distance inside school buildings when students are not present (such as before and after school or on weekends) only when vaccination status is checked by the school.
	
	Students & Staff Outdoors: Students, staff, volunteers, and visitors are not required to wear face coverings outdoors (including, but not limited to: Outdoor PE, outdoor music, recess, and arrival & dismissal).
	
	Facial coverings are **required** and will be provided for:
	  ● Child Nutrition Program staff, when children are present
	  ● Bus drivers, when children are present
	
	Facial coverings are **required** for:
	  ● All staff, when children are present
	
	Facial Coverings are **required** for:
	  ● Students k-12 (age 5 and older) when indoors.
	
	Facial covering are **NOT recommended** for:
	  ● Children under the age of 5;
	  ● Children of any age should not wear a face covering:
	    ● If they have a medical condition that makes it difficult for them to breathe with a face covering;

*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.

Protections under the ADA or IDEA

☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

- If they experience a disability that prevents them from wearing a face covering;
- They are unable to remove the face covering independently; or
- While sleeping.

☒

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.

· If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.

2. 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:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.

2. The team must determine that the disability is not prohibiting the student from meeting the requirement.

● If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,

● If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that 6 feet distance is maintained. Do not assume they have the same illness. - Consider required physical arrangements to reduce risk of disease transmission. - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. - Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. - If able to do so safely, a symptomatic individual should wear a face covering. - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *Planning for COVID-19 Scenarios in Schools* ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes. ● Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point. ● All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Staff will wear facial covering and face shield and maintain physical distancing, but never leave a child unattended. ● While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Staff will maintain student confidentiality as appropriate. ● Daily logs must be maintained containing the following: o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and o Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs ● 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. In no case can they return before: o the passage of 14 calendar days after exposure; **and** no symptoms have been resolved for 72 hours without the use of anti-fever medications. Transportation van with a driver or Principal along with another staff member will transport the sick child or staff member home or health care facility.

2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	● All students will continue to be enrolled following the Oregon Department of Education guidelines (including foreign exchange students). ● No student will be dropped for non-attendance if they meet the following conditions: ● Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ● Have COVID-19 symptoms for the past 14 days ● Have been required to quarantine due to contact with a case of COVID-19

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).

☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).

☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.

☒ 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.

- Grades K-5: Attendance must be taken at least once a day, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
- Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.
- Teachers will notify the principal when the absence rate has increased by 20% or more.
- The principal will report this increase to the RN.
- Teachers will use the *Respiratory Surveillance* spreadsheet to document students with respiratory illness.

ATTENDANCE

As per Oregon Revised Statute Chapter 339, students ages 6 to 18 are required to attend school full time, except where exemptions of compulsory school attendance are defined in 339.030. For the purposes of COVID-19 Hybrid, a period equivalent to that required of children attending public schools, as defined in ORS 339.030(1)(a) will be combined of on campus learning and online learning to allow for staggering of populations in the buildings to maintain physical distancing.

Communications
Communication to families will be provided in the family's home language and a variety of formats accessible to the school community regarding participation expectations and attendance protocol.

General Attendance
- Student attendance will be taken by the identified teacher of record, not another staff member
- Attendance for students who are enrolled either full time online and/or hybrid will be recorded and reported according to ODE standards and guidelines

In Person Attendance
- Enhanced attendance procedures will be endorsed to ensure accurate attendance records are created and maintained for the purposes of contact tracing. This includes extra time during attendance.
- Additional time allotted during morning attendance will allow time for passive/ visual screening of students for illness.

Online Attendance
- Students engaged in part time or full time distancing learning will have a mechanism to provide attendance and participation validation via direct interaction with the teacher(s) and specialist(s).
- Students engaged in full time online and/or hybrid will have a mechanism to provide attendance and participation validation via direct interaction with the teacher of record.
- The appropriate licensed instructional staff member will provide a two-way communication method for students to check in at least twice a week to determine whether adequate student progress is being met.
- Part time students receiving online and/or hybrid instruction will be reported according to ODE guidelines and appropriate program types.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. ● Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available. ● Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ● Share the list of all the software and student-facing technology solutions with families. ● Plan for adequate technology at home for off-site working, teaching, and learning. ● Review technology policies and data privacy policies and update if needed. ● Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.
☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.
	● **Hand Washing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.
	● **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.
	● **Safety Drills**: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.
	● **Events:** Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format.
	● **Transitions/Hallways:** Hallway traffic direction marked to show travel flow- including tape as visual markings: line up students and then ask them to maintain physical space throughout the hall
	● **Classroom line up**: Students line up in cohort classes outside and in the gym in designated areas, keeping 3- 6 feet between cohort groups.
	    o Line up areas are to be marked with visual cues to indicate adequate physical distance when students arrive at school.
	    o Students will be supervised and walked into their cohort classes.
	● **Personal Property**: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g.refillable water bottles, binder, earbuds, cell phones-once the building is entered cell phones will be kept in backpacks, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.
	● **Restrooms**: Each cohort will have designated restrooms/schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day. Only in emergencies will the schedules be altered.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	● Students will be monitored to maintain social distancing upon being dropped off at school. ● Dismissal-Grade levels will be dismissed on a staggered schedule. ● Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing. ○ Staff will fill in the information and not allow a shared pen/paper. ○ Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. ● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. ● When people transition between cohorts (staff and students) they are recommended to wash their hands ● Share with families the need to keep drop-off/pick-up interactions as brief as possible. ● Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating: Rearrange student desks and other seat spaces so that students' physical bodies are at least 3-6 feet apart; or at least 3-6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.** ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating:** Rearrange student desks and tables to at least 3-6 feet apart; assign seating so students 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. ● **Hand Washing:** Post age appropriate signage and provide regular reminders for hand washing. ● **Furniture:** All upholstered furniture and soft seating has been removed from the school building. ● **Classroom Procedures:** All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. Consider other options and elimination of shared passes. ● **Seating:** Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	● All playground equipment will be disinfected daily and in between each cohort group.
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	● Students must wash hands before and after using playground equipment.
☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● Teachers will sanitize students' hands when going out and returning from recess.
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.	● Teachers will sanitize students' hands when going out and returning from recess.
☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	● Until the playground is open, classes may use the gymnasium for recess if/when available.
☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	● If the gymnasium is not available, students can have recess in their classroom.
☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	● Cleaning requirements must be maintained; refer to section 3j.
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	● Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.
☒ **Maintain 3- 6 feet physical distancing for all levels (K–12) during activities involving increased exhalation, such as singing, shouting, band, sports, or physical activity.**	● Students will have recess in designated cohorts
☒ **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 3-6 feet of distance between adults. Note: The largest area of risk is adults eating together in break rooms without face coverings.**	● All efforts will be made to model and endorse physical distancing at recess.
	● Staff room, cafeteria, and office spaces that are not being used will be used as a staff break rooms to allow for adequate physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Maintain at least 3-6 feet of physical distance to degree possible when masks cannot be worn, including while eating.** ☒ Include meal services/nutrition staff in planning for school reentry.	● Adults will bring meals to the students in their classrooms.
☒ Prohibit self-service buffet-style meals.	● All meals will be eaten in the classroom.
☒ Prohibit sharing of food and drinks among students and/or staff.	● All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above.
☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 3-6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	● Students will not share utensils or other items during meals.
☒ Staff serving meals and students interacting with staff at mealtimes must wear face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).	● Each table/desk will be cleaned prior to meals being consumed.
☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	● All cafeteria staff will be provided and are required to wear face coverings.
☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	● The Cafeteria will be used for staff lunches to allow adequate space for physical distancing. Staff lunches will be staggered as well to limit the number of staff in shared spaces.
☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	● <mark>Fully vaccinated staff are not required to wear face coverings or physically distance when eating inside school buildings when students are not present only when vaccination status is checked by the school in a manner described by OHA in guidance.</mark>
☒ Adequate cleaning and disinfection of tables between meal periods.	● <mark>All classrooms have been organized to maintain 3-6 feet of physical distance to the degree possible.</mark>
☒ **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 3- 6 feet of physical distancing. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
 	
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
 	
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.
   ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep 6 feet away from others. Continue transporting the student.
     ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
     ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
   ● If arriving at school, notify staff to begin isolation measures.
     ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 	
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
 	
☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.
 	
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
 	
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.
	● Each bus driver will be required to:
	   ● Visually screen students for illness
	   ● Maintain logs for contact-tracing
	● Each bus will have:
	   ● ==Three (3) feet of physical distance between passengers to the degree possible.==
	   ● ==Physical distancing recommendations should not prevent a school from offering full-time, in-person learning to all students/families in the Fall.==
	● 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.
	● Clean and sanitize buses between cohort routes.
	● Meet 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.
	
	Communications
	Communication to families will be provided in the family's home language and in a variety of formats accessible to the school community

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric	● All frequently touched surfaces (e.g., equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., games, art supplies) will be cleaned between uses at least 3 times per day. ● Ventilation systems will be checked and maintained **WEEKLY** by maintenance staff. ● Hvac filters will be changed to Merv 13 filters. The Hvac system will continuously run to circulate outside air through the filters into classrooms. The heat or air will come on and off as the temperatures mandates.

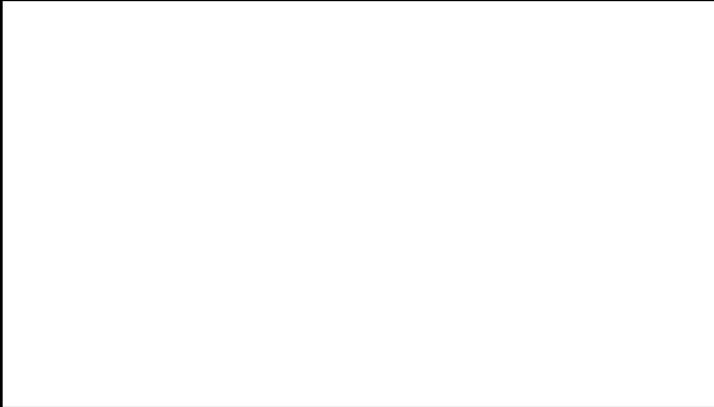|	
acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	● Whenever possible, doors leading to the outside area will be opened for ventilation.
☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	
☒ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	
☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. ● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● 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 to encourage flu vaccines. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care). ● School Health Services will be maintained as per School Health Services Manual administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● 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	N/A

☐ Review and take into consideration [CDC guidance](#) for shared or congregate housing:
- Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
- Ensure at least 64 square feet of room space per resident
- Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
- Configure common spaces to maximize physical distancing;
- Provide enhanced cleaning;
- Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills should not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	Emergency drills will continue throughout the COVID-19 Pandemic as per existing rules, statutes and board policy Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. Staff will be trained in changes to drills prior to return to school and conducting any drills in the school setting. All standard collaboration (i.e. fire department, alarm company) and documentation remains required. **On site or Hybrid Models** 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. · Principles of infection control and physical distancing will be practiced to the fullest extent feasible during emergency drills. · At a minimum of 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes, and safety threats. ● Actual drills must be less than 15 minutes if physical distancing cannot be maintained. · Fire drills will be conducted monthly. · Earthquake drills must be conducted two times a year. · Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety will be conducted at least two times a year. · Drill will be conducted multiple times on alternate cohort days per month to address all cohorts in hybrid models and allow all students an opportunity to participate. · Hand hygiene will be endorsed following return to classroom after the drill is complete. **Comprehensive Distance Learning Model** · Drills remain required during CDL. · Drills will not be practiced unless they can be practiced correctly. · Education on emergency procedures can be transitioned to educational material to provide remote education on drills to fulfill 30 minutes of instruction on emergency procedures per month.

	Here is a link to our Emergency Operation Plan and Threat Assessment Management Systems **https://www.colton.k12.or.us/Page/1355**

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
● Student elopes from area
 	
   o If staff need to intervene for student safety, staff should:
     ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
     ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
     ● Wash hands after a close interaction.
     ● Note the interaction on the appropriate contact log.
 	
   o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
● Student engages in behavior that requires them to be isolated from peers and results in a room clear.
 	
   o If students leave the classroom:
     ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
     ● Ensure physical distancing and separation occur, to the maximum extent possible.
     ● 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.
	Schools in CSD K-8 embrace practices of MTSS with the framework of Positive Behavior Intervention and Supports. Proactive procedures such as daily routines and self-regulation skills are taught and reinforced with consistent expectations taught across the building. The district uses functional behavior assessment to drive individual support plans that addresses preventative and antecedent events and triggers.
	
	CSD uses Second Step Curriculum K-8 to support social, emotional and behavioral education.
	
	CSD uses School-Connect to support social, emotional and behavioral education at the high school level.
	
	Select staff in each building K-12 are trained in de-escalation and crisis prevention are trained each August using the Nonviolent Crisis Institute's CPI training methodology. All staff are trained on de-escalation strategies and the definitions of restraint and seclusion.
	CSD uses a comprehensive professional learning framework for all staff. This learning is teacher-directed and student-centered. Professional Learning Consists of regular SEL:
	● Trauma Informed Practices
	● Responding to significant behaviors
	● Restorative Practices
	● Collaborative Problem Solving
	● Classroom Management
	● Implicit Bias
	● Building Relationships
	● Student Voice
	**All Professional Learning has a component of teacher/adult reflection on self-awareness, resilience, and self-care. We focus on prevention first.

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

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	● Defer to Pandemic Plan in CCDMP ● During weekly staff meetings, time will be set aside to review Covid-19 scenarios and communications processes for COVID-19 cases among students or staff ● Refer to Communicable Disease Plan, Communication Algorithm for coordination with Public Health. ● CSD representatives will subscribe to OHA resorts on transmission levels for weekly communication with administration and planning. ● CSD will participate in any LPHA facilitated conference calls. ● Coordinate Communication with the Local Public Health Authority.

● If the region impacted is in Clackamas County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. ● When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Temporarily dismiss students attending childcare facilities, K12 schools. ● Modify, postpone, or cancel large school events as coordinated with LHD. ● Work with LHD to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. ● Establish a specific emergency response framework with key stakeholders. If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes

3b. RESPONSE

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

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	See District Communicable Disease Plan.

ASSURANCES

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

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

The Colton School District Protocol for Decision Making was utilized in the planning and process for reentry in the 2020-21 school year. Our staff considered our focal communities first in the reentry process. This allowed us to develop equitable systems for the 2020-21 school year.   Student voices played a critical role in developing the plans as they participated on our Superintendent Advisory Council (SAC) and were invited to feedback sessions for reentry. The Colton School District will continue to gather feedback from multiple shareholders as we move through the 2020-21 School year.

Timeline for Process:
- **May 17 – May 28th:** Began thinking about reentry and brainstorming as CSD teams.
- **June 1st – June 4th:** Collaborated with ODE to draft CES Operational Blueprint.
- **June 8th -12th:** Collaborated as CSD teams to develop draft plans K-12.
- **June 15th - June 18th**: Administrators and Safety Committee finalized the ODE Blueprints and Operational Plans K-12.
- **June 19th:** Shared plans electronically with Superintendent Advisory Council members and the leadership team.
- **June 22nd & June 23rd:** Held feedback sessions with SAC members and updated plans accordingly.
- **June 26th:** Share finalized drafts with students and families and the leadership team via school messenger.
- **June 29th & June 30th:** Gather community/student/family feedback on plans.
- **August 3rd - August 6th:** Gather more community/student/family feedback to ensure everyone has an opportunity to weigh in on the plans for reentry and ask questions.
- **August 10th:** Present the Operational Blueprints for the 2020-21 school year to the School Board.
- **August 11th:** Submit the plans to ODE and the Clackamas Health Authority.

5. Instruction

Colton elementary will begin the 2020-21 school year focusing on Social Emotional Learning, and we will lead with the heart. Our focus will be to ensure the safety and well being of our students and staff. The school day will be very similar to last year with the exception of starting the school day at 8:00 am and not 7:30 am. We will be in school, in-person model, every day, Monday - Thursday. Children will be in their grade level classroom cohort receiving in-person instruction from teachers. The students will stay with their cohort all day. Students will alternate eating in classrooms and the cafeteria, and doing recess with their grade level cohorts. Students will have music , PE and library opportunities in the afternoon. The

school day will end at 2:35 pm. We will do our best to teach and model appropriate healthy practices to continue to mitigate the spread of Covid 19.

Monday		Tuesday		Wednesday		Thursday	
8:00-8:45	**Instruction**	8:00-8:45	**Instruction**	8:00-8:45	**Instruction**	8:00-8:45	**Instruction**
8:45-9:00	Inside Break	8:45-9:00	Inside Break	8:45-9:00	Inside Break	8:45-9:00	Inside Break
9:00-9:45	**Instruction**	9:00-9:45	**Instruction**	9:00-9:45	**Instruction**	9:00-9:45	**Instruction**
9:45-10:00	Recess: Blacktop	9:45-10:00	Recess: Blacktop	9:45-10:00	Recess: Blacktop	9:45-10:00	Recess: Blacktop
10:00-10:45	**Instruction**	10:00-10:45	**Instruction**	10:00-10:45	**Instruction**	10:00-10:45	**Instruction**
10:45-11:00	Inside Break	10:45-11:00	Inside Break	10:45-11:00	Inside Break	10:45-11:00	Inside Break
11:00-11:45	**Instruction**	11:00-11:45	**Instruction**	11:00-11:45	**Instruction**	11:00-11:45	**Instruction**
11:45-12:15	Lunch	11:45-12:15	Lunch	11:45-12:15	Lunch	11:45-12:15	Lunch
12:15-12:30	Recess: Tree Field	12:15-12:30	Recess: Tree Field	12:15-12:30	Recess: Tree Field	12:15-12:30	Recess: Tree Field
12:30-1:30	**Instruction**	12:30-1:15	**Instruction**	12:30-1:15	**Instruction**	12:30-1:15	**Instruction**
1:30-1:45	Inside Break	1:15-1:45	Library	1:15-1:45	Music	1:15-1:45	PE
1:45-2:30	**Instruction**	1:45-2:30	**Instruction**	1:45-2:30	**Instruction**	1:45-2:30	**Instruction**
2:35	Dismissal	2:35	Dismissal	2:35	Dismissal	2:35	Dismissal

6. Family, Community, Engagement

(Virtual or In-person Engagement Pending on Executive Order guidelines)

Colton Elementary will create opportunities to involve families with Back To School Night and Parent conferences. If in-person is not allowed, we will have virtual hangouts with your students classroom teacher in lieu of in-person meetings.
We will be accessible to our families to create effective lines of communication. Working together will benefit our students and help in their academic success.

Colton School District will be gathering feedback and answering questions on the K-12 operational blueprints. We will send out a survey in August to gain additional feedback from our families. Colton Elementary school will continue to follow guidelines from the state of Oregon around health and safety. Colton Elementary School Staff will continue to reach out to families during the school year for feedback around what we can do to improve their child's experience. In addition, the student voices at Colton Elementary School will be elevated as they help to inform our decisions related to the learning environment and educational experiences. Teachers will remain flexible and understanding in adapting to necessary changes.

Colton Elementary School will continue communication with state and local resources to receive up-to-date information related to the availability of food and financial assistance, public benefits, physical and mental health care resources available to our community. This information will be updated as necessary on the Colton School District website.

7. Mental, Social, and Emotional Health

We will keep the students safety and well being at the forefront of all our actions. We will focus the first month of school on activities and curriculum that will help students feel safe and supported as they transition back to school. We will use arts and music infused with literacy to ease our students back to in-person learning. We will use Second Steps to address the social emotional needs of our students.
We will hire a K-8 school psychologist to support our students.

Contact information for school and community mental and emotional health services are posted on the Colton School District website. This information will also be available in the school office and on the Colton Elementary School website.

Cohort teachers will continually check-in on students, paying extra attention to those previously identified as needing mental and/or emotional support or known to have significant life challenges, during the SEL portion of their day. Any concerns will be brought to the attention of the building administrator and school psychologists.

Colton Elementary School staff will continue to normalize the experiences of our students and staff, recognizing and acknowledging the stress and trauma that students, families, and staff have experienced and may continue to experience during the school year. Significant to the time needed to process and meet individual needs,
During the last period of the day, students will be provided with opportunities for skill-building in social emotional learning (SEL), stress reduction, and trauma-sensitive and culturally- and linguistically-responsive practices.

Colton School District is part of a regional Crisis Response Team (CRT) in Clackamas County. The Crisis Response Team is a team of people from Canby, Colton, Estacada, and Molalla school districts who have extensive training in crisis response, who have a shared philosophy, and who have clear tasks or jobs to do on crisis days.

Colton Elementary School works in partnership with Clackamas County Behavioral Health to offer individualized mental health support for our students. This partnership will continue to provide the additional services students and families need, including telemental health opportunities.

8. Staffing and Personnel

Colton Elementary School staff will do their best to model appropriate social distancing as well as good techniques around staying safe around people in a public setting. Staff will be cleaning classrooms after students leave. Colton Elementary School Educational Assistants and support staff will supervise cohorts when teachers are transitioning. Transportation staff will also support social distancing and help students when riding school buses for Colton School District.

Colton Elementary School teacher leaders, in collaboration with leaders throughout the district, will continue to provide support and professional development related to Hybrid and Comprehensive Distance Learning environments. This will include, but not be limited to supporting educators in adapting lessons and differentiating instruction in virtual environments; accessing instructional materials and technology; and using online platforms to connect with students, including built-in accommodations and features that increase accessibility; and professional learning that supports social emotional learning and trauma-informed care practices that are culturally responsive and sustaining.

Colton School District will review the Operational Blueprint for Reentry with all CES staff, including training all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations, providing ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements, training all staff on how to access ODE/OHA updates and review requirements, educating all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions, and training staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*
Not applicable – we have met all requirements.	Not applicable – we have met all requirements.