



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners](#) guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of but not limited to school-based administrators, teachers<sup>3</sup> and staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation and others for purposes of providing expertise, practical information-sharing 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) 824-3535
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 Charlotte Gant, Kindergarten Teacher Brittney Herbison, 4th Grade Teacher Chris Gibb, Executive Director of Operations Travis Remmick, CEA Vice President Jody Ogden, CACE President Eric Bjarnson, Lead Custodian / Safety Officer

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

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

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

	Matt Jumago, Academic TOSA
Local public health office(s) or officers(s)	<a href="https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Clackamas.pdf">https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Clackamas.pdf</a>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Mario Alba
Intended Effective Dates for this Plan	September 8, 2020
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. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

*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., pages 2-3 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 through 15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 15 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Colton Elementary 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>

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

[Colton Elementary School Comprehensive Distance Learning Guidance. Lin](#)

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

Colton Elementary School's anticipated timeline for returning to Hybrid Learning or On-Site Learning will take place on November 12, 2020. The school district will take 2 days (November 9th and 10th, 2020) for professional learning and to prepare for students to transition back to school. Colton Elementary School will follow the ODE/OHA health and safety guidelines for school districts as we transition students back to the school.

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



### 1. Public Health Protocols

#### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform the plan.</li> <li><input checked="" type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in person, ensure physical distancing is maintained.</li> </ul>	<p>Communicable Disease Plan – linked <a href="#">here</a></p>

- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations and provide all logs and information 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, 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 the LPHA official.
  - 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 group.
  - 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, 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 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).

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### 1b. HIGH RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><u>Medically Fragile, Complex and Nursing Dependent Student Requirements</u></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines 3 levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol>	<p>1) All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p><b>Staff</b>  <i>*Plan includes bus drivers, classified, and limited teachers self-identifying.</i></p> <ul style="list-style-type: none"> <li>● Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</li> <li>● Students who experience disability will continue to receive specially designed instruction.</li> <li>● Students with language services will continue to receive English Language Development.</li> </ul> <p><b>Visitors/Volunteers</b></p>

<ul style="list-style-type: none"> <li>☒ 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:             <ul style="list-style-type: none"> <li>● Communicate with parents and healthcare providers to determine return to school status and current needs of the student.</li> <li>● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current healthcare considerations.</li> <li>● The RN practicing in the school setting should be supported to remain up-to-date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as:                 <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education’.</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. Adults in schools are limited to essential personnel only.</li> </ul>
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**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space and understanding that desks and room set-up will require use of all space in the calculation.</li> <li>☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li>☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction, don't employ punitive discipline.</li> </ul>	<p><b>Overall:</b></p> <ul style="list-style-type: none"> <li>● Remove extra furniture to make more room</li> <li>● Removing fabric-covered furniture</li> <li>● Assign seating to maximize physical distancing and minimize physical interaction.</li> </ul> <p><b>Kindergarten (KG) and 1<sup>st</sup> Grade (Classrooms)</b> – Develop class rosters to have no more than 20-22 students with one teacher (maintaining 35 square feet per person).</p> <p><b>2<sup>nd</sup> Grade-3<sup>rd</sup> Grade (Classrooms)</b> Develop class rosters to have no more than 20-22 students with one teacher (maintaining 35 square feet per person).</p> <p><b>4<sup>th</sup> - 5<sup>th</sup> Grade (Classrooms and Media Center)</b></p>

	<p>Develop class rosters to have no more than 20-22 students with one teacher (maintaining 35 square feet per person).</p> <p><b>Additional Considerations:</b>  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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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**1d. COHORTING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Where feasible, establish stable cohorts: stable cohort groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>● The smaller the cohort group, the less risk to the spread of disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Each school must have a system to ensure contract tracing (daily logs) among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Minimize interaction between students in different stable cohort groups (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral bathrooms.</li> <li>☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li>☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interacting with different stable cohorts.</li> </ul>	<p>Below are the identified stable cohorts to ensure capability for contact-tracing.</p> <p><b>1) Transportation Cohort</b></p> <ul style="list-style-type: none"> <li>● This is a stable group of students each day.</li> <li>● Stable groups can be varied by AM/PM routes.</li> <li>● Updated contact-tracing logs are required for each run of a route.</li> </ul> <p><b>2) Kindergarten - 5<sup>th</sup> Grade Classroom Cohorts</b></p> <ul style="list-style-type: none"> <li>● These grade-level cohorts are maintained throughout the year and for each special area (i.e., music, PE).</li> </ul> <p><b>3) Speech and Language Cohort</b></p> <ul style="list-style-type: none"> <li>● This stable group is maintained as much as possible. Note</li> <li>● In the event the stable cohort is changed, the SLP will need to update the contact-tracing log.</li> </ul> <p><b>NOTE:</b> Due to the instructional model used, there is not a need for cohorts in Band, Special Education services, EL services, or PE.</p>

**1e. PUBLIC HEALTH COMMUNICATION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> <li>● Consider sharing school protocols themselves.</li> </ul> </li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close/sustained contact with a confirmed case.</li> <li>☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> </ul>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● 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 <a href="#">communicable disease plan</a>)</li> <li>● 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.</li> <li>● The district safety committee (w/school nurse) will update <a href="#">communicable disease plan</a> with communication protocols.</li> </ul>

- Provide all information in languages and formats accessible to the school community.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: Cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">here</a>.</li> <li>● Emergency signs                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.               <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>● They must remain home for at least 10 calendar days after illness onset and 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> </li> <li><input checked="" type="checkbox"/> Restrict from school property any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</li> <li><input checked="" type="checkbox"/> 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. Schools may consider collecting information about existing conditions that cause coughing on intake forms.</li> <li><input checked="" type="checkbox"/> 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.</li> </ul>	<p><b>Screening Students:</b></p> <ul style="list-style-type: none"> <li>● All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms.</li> <li>● Classes in the media center will enter through the main and side doors with a staff member to conduct the visual screening for symptoms.</li> <li>● 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).</li> <li>● 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.</li> <li>● There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>● Staff should be provided with a list of symptoms and self-screen prior to arrival at school.</li> <li>● Staff who have symptoms compatible with COVID-19 should remain home and report illness symptoms to the direct supervisor.</li> <li>● Staff is required to report when they may have been exposed to COVID-19.</li> <li>● Staff who become ill at school shall report to the administrator immediately and should be dismissed to home if symptoms are excludable.</li> </ul> <p><b>Ongoing:</b> Weekly note: Reminders to parents to report actual symptoms when calling students 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.</p> <p><b><i>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.</i></b></p> <p>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.</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li> <li><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</li> <li><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines.</li> <li><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</li> </ul>	<ul style="list-style-type: none"> <li>● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. Adults in schools are limited to essential personnel only.</li> </ul>

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



OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> <li>● If staff are regularly within 6 feet of students and/or staff, they must wear a facial covering. <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>● Bus drivers.</li> <li>● Staff preparing and/or serving meals.</li> </ul> <p><input checked="" type="checkbox"/> Face shields or clear plastic barriers for:</p> <ul style="list-style-type: none"> <li>● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>● Front office staff.</li> </ul> <p><input checked="" type="checkbox"/> <b>ADA accommodations:</b> If a staff member requires an accommodation to not wear a face covering or shield, districts and schools should work to limit exposure where possible.</p>	<p><u>Facial Shields</u> Facial shields are <b>required</b> and will be provided for:</p> <ul style="list-style-type: none"> <li>● Speech Language Pathologist</li> <li>● Front office staff (when supporting students in the health room) - barriers will be in place in each central office.</li> </ul> <p><u>Facial Coverings</u> <i>Facial coverings are not synonymous with facemasks.</i></p> <p>Facial coverings are <b>required</b> and will be provided for:</p> <ul style="list-style-type: none"> <li>● Child Nutrition Program staff</li> <li>● Bus drivers</li> </ul> <p>Facial coverings are <b>required</b> for all staff</p> <p>Facial covering are required for children in grades K-12:</p> <ul style="list-style-type: none"> <li>● Unless; <ul style="list-style-type: none"> <li>○ If they have a medical condition that makes it difficult for them to breathe with a face covering;</li> <li>○ If they experience a disability that prevents them from wearing a face covering;</li> <li>○ They are unable to remove the face covering independently; or</li> <li>○ While sleeping.</li> </ul> </li> </ul>

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>● Work with school nurses, healthcare providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally-well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are symptomatic must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> <li>● Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> </ul>	<ul style="list-style-type: none"> <li>● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.</li> <li>● Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point.</li> <li>● 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. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> <li>● 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.</li> <li>● Staff will maintain student confidentiality as appropriate.</li> <li>● Daily logs must be maintained containing the following: <ul style="list-style-type: none"> <li>○ Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and</li> <li>○ Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs</li> </ul> </li> </ul>

- If they do not undergo COVID-19 testing or a COVID-19 test is positive, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - If they have a negative test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - Alternatively, a person may return to school after receiving two negative COVID-19 molecular tests (PCR) at least 24 hours apart.
- ☒ 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.
- 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:
    - the passage of 14 calendar days after exposure; **and**
    - symptoms have been resolved for 72 hours without the use of anti-fever medications.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students following the standard Oregon Department of Education guidelines.</li> <li>☒ Do not disenroll students for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>● Are identified as vulnerable/high risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>● Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will be enrolled following the Oregon Department of Education guidelines.</li> <li>● No student will be dropped for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>○ Have COVID-19 symptoms for the past 14 days</li> </ul> </li> </ul>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> <li>☒ <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy</li> </ul>	<ul style="list-style-type: none"> <li>● Grades K-5: Attendance must be taken at least once a day, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</li> <li>● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>● Teachers will notify the principal when the absence rate has increased by 20% or more.</li> </ul>

previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.

- Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.
- For the purposes of section 2b of the **Ready Schools, Safe Learners** guidance, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. “Check-ins” with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.
- The student must check-in **once a day** with their teacher(s) of record in order to be counted as present for all four days of that week.
- The student must be counted as absent for the entire week (4 days, if there are 4 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

☒ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student’s appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

- The principal will report this increase to the RN.
- Teachers will use the *Respiratory Surveillance* spreadsheet to document students with respiratory illness.

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.</li> <li>● 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</li> </ul>

- 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
<ul style="list-style-type: none"> <li>☒ <b>Hand Washing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hand Washing:</b> Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</li> <li>● <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li>● <b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</li> <li>● <b>Events:</b> Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format.</li> <li>● <b>Transitions/Hallways:</b> Hallway traffic direction marked to show travel flow</li> <li>● <b>Classroom line up:</b> students line up in cohort classes in designated areas, keeping more than 6 feet between cohort groups. <ul style="list-style-type: none"> <li>○ Line up areas are to be marked with visual cues to indicate adequate physical distance.</li> </ul> </li> <li>● <b>Personal Property:</b> 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, 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 not shared with other students.</li> <li>● <b>Restrooms:</b> Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.</li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will have staggered drop-off and pick-up times to ensure social distancing.</li> <li>● For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.</li> <li>● Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> <li>○ Staff will fill in the information and not allow a shared pen/paper.</li> <li>○ Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</li> </ul> </li> <li>● All classes with outside doors will utilize this entrance.</li> </ul>

<ul style="list-style-type: none"> <li>☒ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li>☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<ul style="list-style-type: none"> <li>● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>● Share with families the need to keep drop-off/pick-up interactions as brief as possible.</li> <li>● Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> </ul>
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## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ <b>Hand Washing:</b> Remind students through signage and regular 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 and hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>● Hand wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li>● <b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</li> <li>● <b>Hand Washing:</b> Post age appropriate signage and provide regular reminders for hand washing.</li> <li>● <b>Furniture:</b> All upholstered furniture and soft seating has been removed from the school building.</li> <li>● <b>Classroom Procedures:</b> All classes will use an assigned cubby or storage spaces for individual student belongings. 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.</li> <li>● <b>Seating:</b> Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</li> <li>● <b>Environment:</b> When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ Students must wash hands before and after using playground equipment.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Upon reopening, deep clean playground equipment and benches.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment between cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● Playground(s) will remain closed until parks within the Colton community have reopened for public use. Schools will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day.</li> <li>● All playground equipment will be disinfected daily and in between each cohort group.</li> <li>● Students must wash hands before and after using playground equipment.</li> <li>● Until the playground is open, classes may use the gymnasium for recess if/when available. <ul style="list-style-type: none"> <li>○ If the gymnasium is not available, students can have recess in their classroom.</li> </ul> </li> <li>● Cleaning requirements must be maintained; refer to section 3j.</li> <li>● 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.</li> <li>● 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</li> </ul>

need to support students with schedules for when specific equipment can be used.

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Students must wash hands before meals and should be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.</li> <li>● All meals will be eaten in the classroom, with some cohort eating in the cafeteria.</li> <li>● 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.</li> <li>● Students will not share utensils or other items during meals.</li> <li>● Each table/desk will be cleaned prior to meals being consumed.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses/trains and transit stations are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>● If a student displays symptoms, provide a face shield or face covering and keep student at least 6 feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>☒ Drivers wear face shields or their equivalent.</li> <li>☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<ul style="list-style-type: none"> <li>● Each bus driver will be required to: <ul style="list-style-type: none"> <li>○ Visually screen students for illness</li> <li>○ Maintain logs for contact-tracing</li> </ul> </li> <li>● Each bus will have: <ul style="list-style-type: none"> <li>○ three (3) feet of physical distance between passengers</li> <li>○ six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.</li> </ul> </li> <li>● 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.</li> <li>● Clean and sanitize buses between cohort routes.</li> <li>● 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.</li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if</li> </ul>	<ul style="list-style-type: none"> <li>● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day.</li> <li>● Ventilation systems will be checked and maintained weekly by maintenance staff.</li> </ul>

doors and windows are closed and the fans are recirculating the classroom air.

- ☒ Consider the need for increased ventilation in areas where students with special healthcare 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](#)).
- ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).



### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special healthcare needs.</li> <li>☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> <li>☒ Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Schools will practice appropriate communicable disease isolation and exclusion measures.</li> <li>● Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families to encourage flu vaccines.</li> <li>● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</li> <li>● School Health Services will be maintained as per <a href="#">School Health Services Manual</a></li> </ul>

### 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:               <ul style="list-style-type: none"> <li>· Contact tracing</li> <li>· The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>· Quarantine of exposed staff or students</li> <li>· Isolation of infected staff or students</li> <li>· Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> </ul>	<p>N/A</p>

- 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
<p>☒ In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> <li>· At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>· Fire drills must be conducted monthly.</li> <li>· Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>· Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <p>☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p>☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p>☒ Drills should not be practiced unless they can be practiced correctly.</p>	<p>Emergency drills will continue throughout the COVID-19 Pandemic as per existing rules, statutes and board policy</p> <p>Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p>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.</p> <p><b>On site or Hybrid Models</b>        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.</p> <ul style="list-style-type: none"> <li>· Principles of infection control and physical distancing will be practiced to the fullest extent feasible during emergency drills.</li> <li>· At minimum of 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes, and safety threats.           <ul style="list-style-type: none"> <li>● Actual drills must be less than 15 minutes if physical distancing cannot be maintained.</li> </ul> </li> <li>· Fire drills will be conducted monthly.</li> <li>· Earthquake drills must be conducted two times a year.</li> <li>· Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety will be conducted at least two times a year.</li> <li>· 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.</li> <li>· Hand hygiene will be endorsed following return to classroom after the drill is complete.</li> </ul> <p><b>Comprehensive Distance Learning Model</b></p> <ul style="list-style-type: none"> <li>· Drills remain required during CDL.</li> </ul>



- ☒ 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.

- 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.

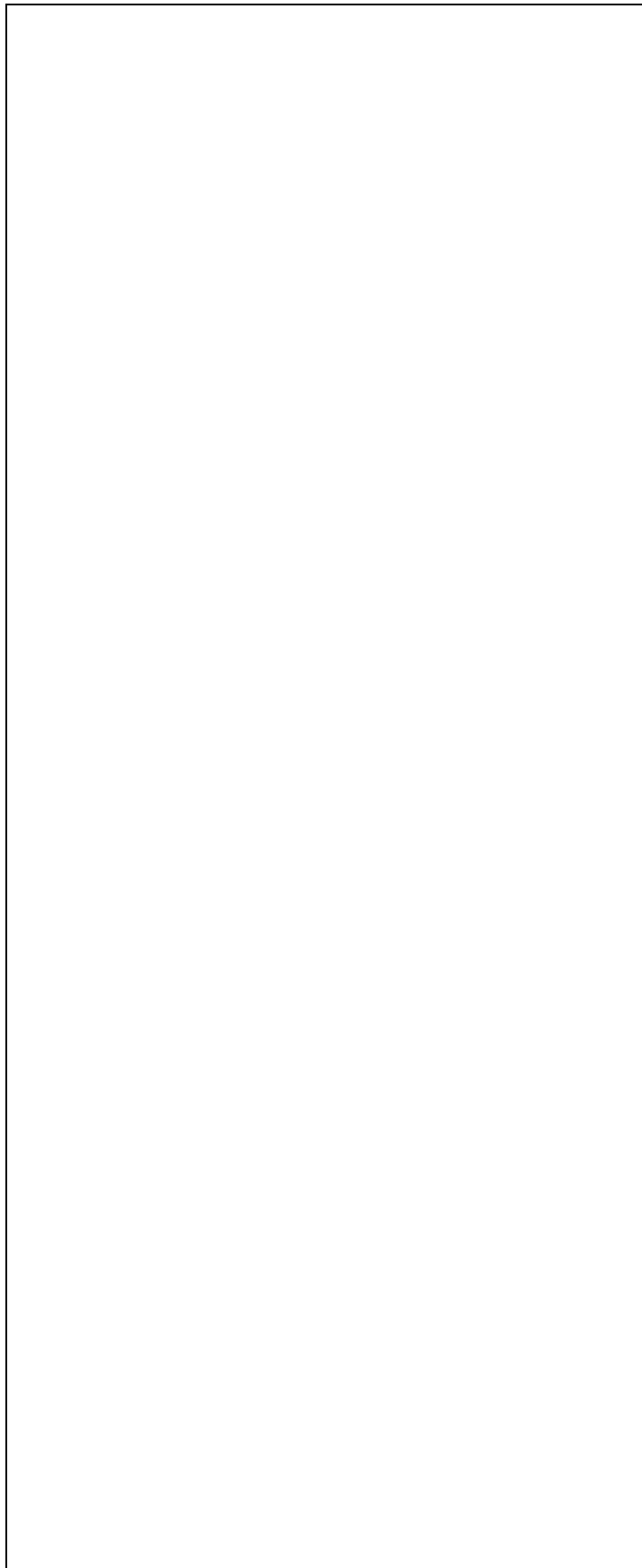
**Here is a link to our Emergency Operation Plan and Threat Assessment Management Systems**

<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
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ 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.</li> </ul>	<p>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.</p> <p>CSD uses Second Step Curriculum K-8 to support social, emotional and behavioral education.</p> <p>CSD uses School-Connect to support social, emotional and behavioral education.</p> <p>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.</p> <p>CSD uses a comprehensive professional learning framework for all staff. This learning is teacher-directed and student-centered. Professional Learning Consists of regular SEL:</p> <ul style="list-style-type: none"> <li>● Trauma Informed Practices</li> <li>● Responding to significant behaviors</li> <li>● Restorative Practices</li> <li>● Collaborative Problem Solving</li> <li>● Classroom Management</li> <li>● Implicit Bias</li> <li>● Building Relationships</li> <li>● Student Voice</li> </ul> <p>**All Professional Learning has a component of teacher/adult reflection on self-awareness, resilience, and self-care. We focus on prevention first.</p>

- ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  - Student elopes from area
    - 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.
    - \*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.
    - 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.
    - \*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).
    - 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.
    - \*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

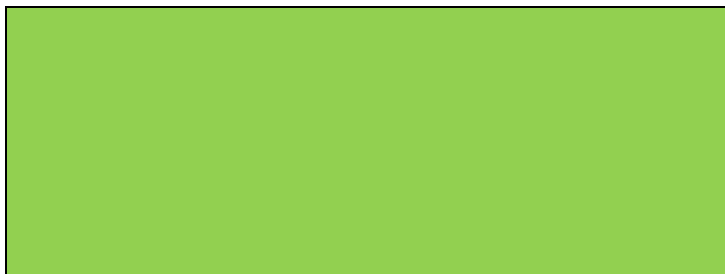
#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li>☒ Establish a specific emergency response framework with key stakeholders.</li> <li>☒ When novel viruses are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate Communication with the Local Public Health Authority.</li> <li>• If the region impacted is in Clackamas County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls.</li> <li>• When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district.</li> <li>• Identify baseline absentee rates to determine if rates have increased by 20% or more.</li> <li>• Temporarily dismiss students attending childcare facilities, K12 schools.</li> <li>• Modify, postpone, or cancel large school events as coordinated with LHD.</li> <li>• Work with LHD to establish timely communication with staff and families.</li> <li>• 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.</li> <li>• Establish a specific emergency response framework with key stakeholders.</li> <li>• 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 <a href="#">legal preparedness processes</a></li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li>☒ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li>☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li>☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> </ul>	<p>See <a href="#">District Communicable Disease Plan</a>.</p> <ul style="list-style-type: none"> <li>• In the event of a closure, the district will initiate the <a href="#">Distance Learning Model</a> and <a href="#">schedule</a>.</li> <li>• 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.</li> </ul>

- Temporarily dismiss students attending childcare facilities, K-12 schools.
- Modify, postpone, or cancel large school events as coordinated with the LPHA.
- If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.
- Continue to provide meals for students.
- Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.



### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.               <ul style="list-style-type: none"> <li>● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	See <a href="#">District Communicable Disease Plan</a> .



## ASSURANCES

*This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.  
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.  
This section does not apply to private schools.*

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. 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 28<sup>th</sup>:** Began thinking about reentry and brainstorming as CSD teams.
- **June 1<sup>st</sup> – June 4<sup>th</sup>:** Collaborated with ODE to draft CES Operational Blueprint.
- **June 8<sup>th</sup> -12<sup>th</sup>:** 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	<b>Instruction</b>	8:00-8:45	<b>Instruction</b>	8:00-8:45	<b>Instruction</b>	8:00-8:45	<b>Instruction</b>
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	<b>Instruction</b>	9:00-9:45	<b>Instruction</b>	9:00-9:45	<b>Instruction</b>	9:00-9:45	<b>Instruction</b>
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	<b>Instruction</b>	10:00-10:45	<b>Instruction</b>	10:00-10:45	<b>Instruction</b>	10:00-10:45	<b>Instruction</b>
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	<b>Instruction</b>	11:00-11:45	<b>Instruction</b>	11:00-11:45	<b>Instruction</b>	11:00-11:45	<b>Instruction</b>
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	<b>Instruction</b>	12:30-1:15	<b>Instruction</b>	12:30-1:15	<b>Instruction</b>	12:30-1:15	<b>Instruction</b>
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	<b>Instruction</b>	1:45-2:30	<b>Instruction</b>	1:45-2:30	<b>Instruction</b>	1:45-2:30	<b>Instruction</b>
2:35	Dismissal	2:35	Dismissal	2:35	Dismissal	2:35	Dismissal



## 6. Family and 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 <i>Include how/why the school is currently unable to meet them</i>
Not applicable – we have met all requirements.	Not applicable – we have met all requirements.