



Eagle Point School District 9
Regular Board of Director's Meeting
#Meeting_Date_long_weekday#, 6:30 PM
District Office Board Room
11 N. Royal Ave
Eagle Point, Oregon 97524

Agenda

1. Call to Order
2. Roll Call
3. Agenda Adoption

PLEASE NOTE: Since the packet was released the following change has been made:

Item 6.C.3 - Reopening Update - Operational Blueprints have been revised to the 08.10.2020 version to reflect opening under the Comprehensive Distance Learning Plan
Item 7.C.6. - Revised 2020-21 School Year Calendar has been added.

4. Pledge of Allegiance
5. Board Director Recognition
6. Reports and Public Forum
 - A. Public Forum
 - B. Superintendent Report

Superintendent Report August 7, 2020

COVID-19

Today, we announced the decision to open schools in Comprehensive Distance Learning (CDL). This will not be like the distance learning we all experienced in the spring. Students will work with their EPSD9 teacher(s) virtually using district adopted curricula and programs. There will be concrete expectations on instructional time, communication as well as student and parent contact. Teachers will be expected to come into work

We will also be using one learning management system (Canvas) which will have all class information available to both students and parents/guardians. Additionally, instruction will include daily schedules with live learning opportunities alongside independent work. You can also expect grading (and report cards) for K-12 using a 0-4 scale. Time will be built into the school schedule for teacher check-ins and peer-to-peer interactions.

Under the CDL model, school will look and feel different. Our hope is that we will be bringing students back into the school during the school year.

Once state and county measures allow, students will return to in-person learning at their regular school. We anticipate health and safety requirements will still be in place making it necessary to begin our return with a hybrid model before we return to full-time, in-person instruction.

I'm going to take the opportunity of this meeting and Superintendent's message to publicize again the email address we are using for feedback and suggestions;
reopen@eaglepnt.k12.or.us

Kids Unlimited

Our contract negotiations have gone well. Myself and Director Whitman met with representatives from K.U. and negotiated a complete contract. We are currently reviewing the "red-line" draft in preparation of a final draft. Kids Unlimited is moving ahead with plans to open two Kinder level programs in September.

D9 Foundation:

This past year the D9 Foundation has been working to reinvigorate this project dedicated to providing scholarships for Eagle Point District students. Unfortunately, as all of us are, they are struggling to navigate the pandemic and fundraising has suffered as activities have been cancelled or curtailed. Current officers are: President Terri Steinhorst (trouble), Vice-President Leon Sherman, Treasurer Edith Sherman and Secretary Becki Kovach (double-trouble). The Foundation has extended an open invitation to EPSD9 Board members to attend D9 Board meetings. The September meeting is scheduled for the evening of the 8th. The Golf Tournament is scheduled for Sunday, September 13th.

Activities:

The OSAA has released their plan for the coming year. Most activities will be taking place in an abbreviated six week season beginning in January.

At this time, we do not know if there will be organized middle school level competitions. If there were not to be we will build an intramural program for our students.

Adopting Facility Naming Policy:

The D9 Foundation asked me to approach the EPSD9 Board of Directors about renaming the Eagle Center at the high school after former teacher, Mike Bowles. Upon looking into this request, I found that the EPSD9 does not have a policy for naming its facilities. In normal circumstances I think this request could have been reviewed and decided upon within the regular work of the EPSD Board meetings. However, I believe that in light of current events, the need for such an adopted policy is necessary. Organizations across the country, including school districts, are considering or being asked to consider renaming facilities. Because of the many projects already on the EPSD agenda, this issue is being moved to September. In the meantime I will share with the board members sample policies for their consideration.

Wrestling Room Project:

Patron and former board member, Jim Mannenbach has approached the district about the possibility of partnering with local youth athletic organizations in constructing wrestling rooms at EPMS and WMMS. We are in the process of exploring this possibility. As a next step we have shared building plans with Jim and a White City Company construction company R.A. Murphy prior to conducting a site walkthrough. We would like to explore possible wrestling room options and to obtain an estimate of costs before moving forward. These preliminary steps are being taken at no cost to EPSD9.

C. District Administrator's Report
1. Financial Report

Eagle Point School District 9
Statement of Resources and Requirements
Fiscal Year Comparison - 2021 vs 2020

	Current Year:			Compared to Last Year:		
	Budget FY 2020-2021	Fiscal 2021 at 7/31/2020	% of Budget	Budget FY 2019-2020	Fiscal 2019 at 7/31/2019	% of Budget
General Fund Revenues						
State School Fund Formula						
State School Fund	32,100,000	5,444,084	17.0%	30,804,000	5,188,029	16.8%
Property Taxes	11,300,000	-	0.0%	10,975,000	-	0.0%
Common School Fund	408,000	-	0.0%	397,000	-	0.0%
Federal Forest Fees	-	-	0.0%	-	-	-
Interest on Investments	225,000	7,399	3.3%	225,000	17,789	7.9%
Admissions	10,000	-	0.0%	10,000	-	0.0%
Activity Fees	150,000	64	0.0%	190,000	2,126	1.1%
Concessions	15,000	-	-	15,000	-	0.0%
Fundraising	400,000	2,345	0.6%	400,000	800	0.2%
Other Local Sources	334,500	2,758	0.8%	434,000	1,674	0.4%
Fees Charged to Grants	175,000	-	0.0%	100,000	-	0.0%
Other Intermediate Sources	1,175,000	-	0.0%	1,275,000	-	-
Other State Sources	15,000	-	0.0%	50,000	-	0.0%
Other Federal Sources	50,000	-	0.0%	50,000	-	0.0%
Other Sources	-	-	-	-	-	-
Total Revenues	\$ 46,357,500	\$ 5,456,650	11.8%	\$ 44,925,000	\$ 5,210,418	11.6%
General Fund Expenses						
Salaries	22,703,506	326,512	1.4%	21,979,455	276,788	1.3%
Benefits	13,937,681	195,436	1.4%	13,522,155	174,609	1.3%
Purchased Services	6,254,506	612,529	9.8%	6,053,850	690,242	11.4%
Supplies & Materials	2,783,440	184,213	6.6%	3,153,990	164,991	5.2%
Capital Outlay	360,000	-	0.0%	2,360,000	19,463	0.8%
Other Objects	1,198,367	629,490	52.5%	1,135,550	660,455	58.2%
Transfers	20,000	-	0.0%	20,000	-	0.0%
Contingency	1,500,000	-	0.0%	1,500,000	-	0.0%
Total Expenses	\$ 48,757,500	\$ 1,948,180	4.0%	\$ 49,725,000	\$ 1,986,548	4.0%
Beginning Fund Balance	\$ 4,900,000	\$ 5,500,000	112.2%	\$ 6,800,000	\$ 6,532,996	96.1%
End of Fiscal Year Balance	\$ 2,500,000			\$ 2,000,000		

Eagle Point School District 9
Board of Directors

Date: August 12, 2020 Presented By: Mr. Whitman
Subject: Facility Grants Attachment(s) No

Information

BACKGROUND INFORMATION:

Oregon Department of Education's Technical Assistance Program (TAP)

The district recently applied for and was approved for two TAP grants:

1. \$20,000 Facilities Assessment

An assessment of the condition of district facilities and collecting district-wide data in accordance with ODE standards by qualified, licensed assessors. A comprehensive assessment of the complete building system including foundations, roofing, flooring, plumbing, HVAC, electrical, fire controls, furnishings, etc.

2. \$25,000 Long-range Facilities Plan

To help inform the district of how its educational facilities will support the district's educational vision in the next ten years. Consultant to work with staff, school board and community to develop the basis for a future bond proposal.

The goal is to identify deficiencies in current facilities, identify changes needed to bring facilities up to current educational standards and identify potential alternatives to new construction or major renovations.

The district also applied for and was approved for a Seismic Rehabilitation Grant:

\$2,490,020 Eagle Point High School Classrooms

To address seismic deficiencies in the main high school building including bringing roofing structure, walls, ceilings and covered walkway areas to current standards.

Goal: construction in Summer 2021

BOARD ACTION REQUIRED

None – informational only

2. Annual Restraint and Seclusion Report

Eagle Point School District 9

Physical Restraint & Seclusion

Annual Report

2019- 2020

Total # of Restraint Incidents	14
Total # of Seclusion Incidents	0
Total # of Locked Seclusions	0
Total # Students Placed in Physical Restraint	7
Total # Students Placed in Seclusion	0
Total # Incidents Resulting in Injury	0
Total # Incidents Resulting in Death	0
Total # Students Placed in Restraint and/or Seclusion more than 10 times	0

2018-2019 (for comparison)

Total # of Restraint Incidents	25
Total # of Seclusion Incidents	6
Total # of Locked Seclusions	0
Total # Students Placed in Physical Restraint	14
Total # Students Placed in Seclusion	4
Total # Incidents Resulting in Injury	3
Total # Incidents Resulting in Death	0
Total # Students Placed in Restraint and/or Seclusion more than 10 times	0

3. Reopening Update - Operational Blueprints



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eagle Point School District 9
Key Contact Person for this Plan	Andy Kovach
Phone Number of this Person	541-830-6563
Email Address of this Person	kovacha@eaaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Andy Kovach, Building Principals and Supervisors
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 and its schools held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us as well.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 follows the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 also follows our district's Communicable Disease Plan. ● EPSD9 follows School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 works closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Each school and building site has named a designee to establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. These include: Andy Kovach (District Office), John Harding (Maintenance), Heather Marinucci (Eagle Point High School), Allen Barber (Eagle Point Middle School), Karina Rizo (White Mountain Middle School), Valerie Shehorn (Table Rock Elementary School), Jodi Salinas (Hillside Elementary

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	School), Vanessa Jones (Eagle Rock Elementary School and Lake Creek Learning Center), Amy Isackson (Shady Cove School), Michelle Green (URCEO), Stephanie Pogue (Crater Lake Academy), Sunshine Price (Kids Unlimited Charter School), and Rowdy Bates (Transportation). • A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning. • Medical staff providing support and resources to the district's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • District staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	Screening on Entry ● Students and staff are directed 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. ● EPSD9 will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report when they may have been exposed to COVID-19 or they have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	- Non-essential visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. - Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. - Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: - Wash or sanitize their hands upon entry and exit to the district's buildings. - Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. - Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings . ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings . ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - Provide additional instructional supports to effectively wear a face covering; - Provide students adequate support to re-engage in safely wearing a face covering. - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.	Face Shields and Barriers - Face coverings or face shields will be provided for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. - All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. - If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - 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. - Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA - If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: - 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• EPSD9 will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • EPSD9 will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, EPSD9 will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at all district buildings. • School staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • Each EPSD9 site will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five times per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● EPSD9 will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● Interaction can be evidenced by any of the following or reasonable equivalents: ● Participating in a video class; ● Communication from the student to the teacher via chat, text message or email; ● A phone call with the student, or, for younger students, with the parent; ● Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or ● Turning in completed coursework on a given day. ● Attendance staff will notify principal/district staff when absence rate has reached 10% or more. ● Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. ● EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● EPSD9 has and will continue to conduct and confirm family technology connectivity ● EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform 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 per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPSD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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 <i>Ready Schools, Safe Learners</i> guidance).	Screening Students: ● Students will be visually screened by the staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • EPSD9 schools will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • EPSD9 schools will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • Protocol will be established by each school for students whose parent/guardian are late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating has been removed from the school buildings. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	to support students with schedules for when specific equipment can be used. ● Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. ● Health and safety standard protocols will be followed by staff. ● Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. ● Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. ● Each table/desk will be cleaned prior to meals being consumed. ● All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. ● Each EPSD9 school has a unique plan for consuming school meals. ● Physical distancing requirements will be maintained in transit. ● If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. ● Transported trays/carts will be sanitized between deliveries to stable cohorts. ● All meals will be eaten in the classroom or designated area with cohort groups. ● Students will not share food, utensils, or other items during meals. ● Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ● 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.	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: ● Follow entry and screening procedures (training will be provided by the District Nurse). ● Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. ● Visually screen students for illness. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. ● Continue transporting the student. ● 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● 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) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPHS, LCLC, SCS, TRE: On systems that have manual dampers for OSA, they are set at a minimum of 75% during operation, to allow for the proper air exchanges required for the class sizes. ● EPMS, ERES, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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	EPSD9 will collaborate with health professionals to help determine priorities. ● 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● COVID-19 specific infection control practices for staff and students will be communicated. ● Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Isolation • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication • Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: • What to do if you suspect you or your family members may be symptomatic? • What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • How does the district respond when a new case has been confirmed? • Updated communication will be shared with families and staff at least monthly or as updated information is available. • Protocols and information will be available on the EPSD9 website. • Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: • No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. • EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. • EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time. EPSD9 will implement a system to notify District Nurse when rates reach threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if

OHA/ODE Requirements	Hybrid/Onsite Plan
	there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☑ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☑ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☑ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☑ 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.	In response to an outbreak of COVID, EPSD9 will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, the district will initiate short-term school closure with Distance Learning for All and continued food services. • School events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by school or via LPHA. • If notified by school, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Plan instructional models that support all learners in Comprehensive Distance Learning. ☑ 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. ☑ Communicate with families about options and efforts to support returning to On-Site instruction. ☑ Follow the LPHA guidance to begin bringing students back into On-Site instruction.	Plans for hybrid learning and off-site only learning will allow the school community to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • Follow LPHA guidance regarding the return of students and staff for on-site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	- The District will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening. - Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Hillside Elementary School
Key Contact Person for this Plan	Jodi Salinas
Phone Number of this Person	541-830-6107
Email Address of this Person	salinasj@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jodi Salinas
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

Our staff and District held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Salinas will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☑ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☑ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● HES will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	- Non-essential visitors/volunteers will be unable to work at HES, or complete other volunteer activities that require in-person interaction, at this time. - Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. - Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: - Wash or sanitize their hands upon entry and exit to the district's buildings. - Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. - Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - Provide additional instructional supports to effectively wear a face covering; - Provide students adequate support to re-engage in safely wearing a face covering. - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: - 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.	Face Shields and Barriers - Face coverings or face shields will be provided for all HES staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. - All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. - If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - 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. - Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA - If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. - For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• HES will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • HES will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, HES will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at HES. • HES staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • HES will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five times per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● HES will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● Interaction can be evidenced by any of the following or reasonable equivalents: ● Participating in a video class; ● Communication from the student to the teacher via chat, text message or email; ● A phone call with the student, or, for younger students, with the parent; ● Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or ● Turning in completed coursework on a given day. ● HES attendance staff will notify Principal Salinas when absence rate has reached 10% or more. ● Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. ● EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● EPSD9 has and will continue to conduct and confirm family technology connectivity ● EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform 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 per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPSD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the HES staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol HES staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • HES will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • HES will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at HES to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • HES has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from HES. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. • Health and safety standard protocols will be followed by staff. • Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. • Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. • Each table/desk will be cleaned prior to meals being consumed. • All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. • HES has a plan for consuming school meals. • Physical distancing requirements will be maintained in transit. • If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. • Transported trays/carts will be sanitized between deliveries to stable cohorts. • All meals will be eaten in the classroom or designated area with cohort groups. • Students will not share food, utensils, or other items during meals. • Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • 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	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: • Follow entry and screening procedures (training will be provided by the District Nurse). • Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. • Visually screen students for illness. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. • Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, the driver will notify the school office. • 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. • Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings) • Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air • Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. • EPMS, ERES, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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	EPSD9 will collaborate with health professionals to help determine priorities. • HES 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. • HES will practice appropriate communicable disease isolation and exclusion measures. • HES staff will participate in required health services related training to maintain health services practices in the school setting.

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● COVID-19 specific infection control practices for HES staff and students will be communicated. ● HES Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation

OHA/ODE Requirements	Hybrid/Onsite Plan
	• A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication • Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: • What to do if you suspect you or your family members may be symptomatic? • What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • How does the district respond when a new case has been confirmed? • Updated communication will be shared with families and staff at least monthly or as updated information is available. • Protocols and information will be available on the EPSD9 website. • Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: • No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. • EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. • EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time. HES will notify District Nurse when rates reach threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if

OHA/ODE Requirements	Hybrid/Onsite Plan
	there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☑ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☑ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☑ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☑ 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.	In response to an outbreak of COVID, HES will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, HES will initiate short-term school closure with Distance Learning for All and continued food services. • HES events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by HES or via LPHA. • If notified by HES, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Plan instructional models that support all learners in Comprehensive Distance Learning. ☑ 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. ☑ Communicate with families about options and efforts to support returning to On-Site instruction. ☑ Follow the LPHA guidance to begin bringing students back into On-Site instruction.	Plans for hybrid learning and off-site only learning will allow HES to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • HES will follow LPHA guidance regarding the return of students and staff for on-site instruction. • HES will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening.

OHA/ODE Requirements	Hybrid/Onsite Plan
Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	HES will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eagle Rock Elementary
Key Contact Person for this Plan	Vanessa Jones
Phone Number of this Person	541-830-6162
Email Address of this Person	jonesv@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Vanessa Jones
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 and ERE held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Jones will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● ERE will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	• Non-essential visitors/volunteers will be unable to work at ERE, or complete other volunteer activities that require in-person interaction, at this time. • Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. • Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: • Wash or sanitize their hands upon entry and exit to the district's buildings. • Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. • Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: • Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering. • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: • 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.	Face Shields and Barriers • Face coverings or face shields will be provided for all ERE staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. • All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. • If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: • Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. • 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. • Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA • If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. • For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• ERE will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • ERE will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, ERE will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at ERE. • ERE staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • ERE will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five times per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) • Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. • ERE will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. • Interaction can be evidenced by any of the following or reasonable equivalents: • Participating in a video class; • Communication from the student to the teacher via chat, text message or email; • A phone call with the student, or, for younger students, with the parent; • Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or • Turning in completed coursework on a given day. • ERE attendance staff will notify Principal Jones when absence rate has reached 10% or more. • Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. • EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• EPSD9 has and will continue to conduct and confirm family technology connectivity • EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. • EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. • EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. • EPSD9 has established Canvas as the district platform 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 per parent request. • EPSD9 supports all users with Canvas; including student and parent training and resources. • EPSD9 will review technology policies and data privacy policies with all stakeholders. • EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the ERE staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol ERE staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • ERE will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • ERE will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at ERE to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • ERE has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from the ERE. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	to support students with schedules for when specific equipment can be used. ● Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. ● Health and safety standard protocols will be followed by staff. ● Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. ● Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. ● Each table/desk will be cleaned prior to meals being consumed. ● All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. ● ERE has a plan for consuming school meals. ● Physical distancing requirements will be maintained in transit. ● If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. ● Transported trays/carts will be sanitized between deliveries to stable cohorts. ● All meals will be eaten in the classroom or designated area with cohort groups. ● Students will not share food, utensils, or other items during meals. ● Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ● 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.	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: ● Follow entry and screening procedures (training will be provided by the District Nurse). ● Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. ● Visually screen students for illness. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. ● Continue transporting the student. ● If arriving at school, notify staff to begin isolation measures. ● If transporting for dismissal and the student displays an onset of symptoms, notify the ERE office. ● 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● 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) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPMS, ERE, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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.	EPSD9 will collaborate with health professionals to help determine priorities. ● ERE 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. ● ERE will practice appropriate communicable disease isolation and exclusion measures.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• ERE staff will participate in required health services related training to maintain health services practices in the school setting. • COVID-19 specific infection control practices for ERE staff and students will be communicated. • ERE Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. • Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene • 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 multiple student uses, even in the same cohort. • Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. • Shared objects will be limited as much as possible and cleaned between uses. • There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. • Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts • Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. • Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. • All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). • K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) • Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students • Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.

OHA/ODE Requirements	Hybrid/Onsite Plan
	- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation - A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication - Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. - Disease control measures will continue to be shared throughout the year in periodic intervals. - The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: - What to do if you suspect you or your family members may be symptomatic? - What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). - How does the district respond when a new case has been confirmed? - Updated communication will be shared with families and staff at least monthly or as updated information is available. - Protocols and information will be available on the EPSD9 website. - Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: - No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. - EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. - EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time.

OHA/ODE Requirements	Hybrid/Onsite Plan
	ERE will notify District Nurse when rates each threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☒ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☒ 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.	In response to an outbreak of COVID, ERE will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, ERE will initiate short-term school closure with Distance Learning for All and continued food services. • ERE events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by ERE or via LPHA. • If notified by ERE, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning. ☒ 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.	Plans for hybrid learning and off-site only learning will allow ERE to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate with families about options and efforts to support returning to On-Site instruction. ☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	- ERE will follow LPHA guidance regarding the return of students and staff for on-site instruction. - ERE will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening. - ERE will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eagle Point Middle School
Key Contact Person for this Plan	Allen Barber
Phone Number of this Person	541-830-6037
Email Address of this Person	barbera@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Allen Barber
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 and our school held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in **OAR 581-022-2320**. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Barber will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● EPMS will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	• Non-essential visitors/volunteers will be unable to work at EPMS, or complete other volunteer activities that require in-person interaction, at this time. • Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. • Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: • Wash or sanitize their hands upon entry and exit to the district's buildings. • Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. • Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: • Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering. • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: • 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.	Face Shields and Barriers • Face coverings or face shields will be provided for all EPMS staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. • All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. • If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: • Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. • 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. • Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA • If any student requires an accommodation to meet the requirement for face coverings, EPMSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. • For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPMSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• EPMS will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • EPMS will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, EPMS will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at EPMS. • EPMS staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • EPMS will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPMS9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five time per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● EPMS will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● Interaction can be evidenced by any of the following or reasonable equivalents: ● Participating in a video class; ● Communication from the student to the teacher via chat, text message or email; ● A phone call with the student, or, for younger students, with the parent; ● Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or ● Turning in completed coursework on a given day. ● EPMS attendance staff will notify Principal EPMS when absence rate has reached 10% or more. ● Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. ● EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● EPSD9 has and will continue to conduct and confirm family technology connectivity ● EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform 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 per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the EPMS staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol EPMS staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • EPMS will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • EPMS will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at EPMS to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • EPMS has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from EPMS. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	● Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. ● Health and safety standard protocols will be followed by staff. ● Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. ● Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. ● Each table/desk will be cleaned prior to meals being consumed. ● All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. ● EPMS has a plan for consuming school meals. ● Physical distancing requirements will be maintained in transit. ● If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. ● Transported trays/carts will be sanitized between deliveries to stable cohorts. ● All meals will be eaten in the classroom or designated area with cohort groups. ● Students will not share food, utensils, or other items during meals. ● Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ● 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	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: ● Follow entry and screening procedures (training will be provided by the District Nurse). ● Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. ● Visually screen students for illness. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. ● Continue transporting the student. ● If arriving at school, notify staff to begin isolation measures. ● If transporting for dismissal and the student displays an onset of symptoms, notify EPMS. ● 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. ● Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPHS, LCLC, SCS, TRE: On systems that have manual dampers for OSA, they are set at a minimum of 75% during operation, to allow for the proper air exchanges required for the class sizes. ● EPMS, ERES, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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	EPSD9 will collaborate with health professionals to help determine priorities. ● EPMS 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. ● EPMS will practice appropriate communicable disease isolation and exclusion measures. ● EPMS staff will participate in required health services related training to maintain health services practices in the school setting.

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● COVID-19 specific infection control practices for EPMS staff and students will be communicated. ● EPMS Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation

OHA/ODE Requirements	Hybrid/Onsite Plan
	• A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication • Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: • What to do if you suspect you or your family members may be symptomatic? • What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • How does the district respond when a new case has been confirmed? • Updated communication will be shared with families and staff at least monthly or as updated information is available. • Protocols and information will be available on the EPSD9 website. • Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: • No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. • EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. • EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time. EPMS will notify District Nurse when rates each threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if

OHA/ODE Requirements	Hybrid/Onsite Plan
	there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☑ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☑ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☑ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☑ 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.	In response to an outbreak of COVID, EPMS will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, EPMS will initiate short-term school closure with Distance Learning for All and continued food services. • EPMS events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by EPMS or via LPHA. • If notified by EPMS, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Plan instructional models that support all learners in Comprehensive Distance Learning. ☑ 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. ☑ Communicate with families about options and efforts to support returning to On-Site instruction. ☑ Follow the LPHA guidance to begin bringing students back into On-Site instruction.	Plans for hybrid learning and off-site only learning will allow EPMS to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • EPMS will follow LPHA guidance regarding the return of students and staff for on-site instruction. • EPMS will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening.

OHA/ODE Requirements	Hybrid/Onsite Plan
Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	EPMS will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lake Creek Learning Center
Key Contact Person for this Plan	Vanessa Jones
Phone Number of this Person	541-830-6162
Email Address of this Person	jonesv@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Vanessa Jones
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Jones will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☑ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☑ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● LCLC will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	- Non-essential visitors/volunteers will be unable to work at LCLC, or complete other volunteer activities that require in-person interaction, at this time. - Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. - Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: - Wash or sanitize their hands upon entry and exit to the district's buildings. - Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. - Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - Provide additional instructional supports to effectively wear a face covering; - Provide students adequate support to re-engage in safely wearing a face covering. - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: - 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.	Face Shields and Barriers - Face coverings or face shields will be provided for all LCLC staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. - All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. - If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - 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. - Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA - If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. - For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• LCLC will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • LCLC will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, LCLC will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at LCLC. • LCLC staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • LCLC will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five times per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) • Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. • LCLC will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. • Interaction can be evidenced by any of the following or reasonable equivalents: • Participating in a video class; • Communication from the student to the teacher via chat, text message or email; • A phone call with the student, or, for younger students, with the parent; • Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or • Turning in completed coursework on a given day. • LCLC attendance staff will notify Principal Jones when absence rate has reached 10% or more. • Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. • EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• EPSD9 has and will continue to conduct and confirm family technology connectivity • EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. • EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. • EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. • EPSD9 has established Canvas as the district platform 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 per parent request. • EPSD9 supports all users with Canvas; including student and parent training and resources. • EPSD9 will review technology policies and data privacy policies with all stakeholders. • EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the LCLC staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol LCLC staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • LCLC will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • LCLC will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at LCLC to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • LCLC has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from LCLC. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. • Health and safety standard protocols will be followed by staff. • Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. • Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. • Each table/desk will be cleaned prior to meals being consumed. • All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. • LCLC plan for consuming school meals. • Physical distancing requirements will be maintained in transit. • If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. • Transported trays/carts will be sanitized between deliveries to stable cohorts. • All meals will be eaten in the classroom or designated area with cohort groups. • Students will not share food, utensils, or other items during meals. • Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • 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	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: • Follow entry and screening procedures (training will be provided by the District Nurse). • Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. • Visually screen students for illness. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. • Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, the driver will notify LCLC. • 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. • Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPHS, LCLC, SCS, TRE: On systems that have manual dampers for OSA, they are set at a minimum of 75% during operation, to allow for the proper air exchanges required for the class sizes. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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	EPSD9 will collaborate with health professionals to help determine priorities. ● LCLC 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. ● LCLC will practice appropriate communicable disease isolation and exclusion measures. ● LCLC staff will participate in required health services related training to maintain health services practices in the school setting.

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● COVID-19 specific infection control practices for LCLC staff and students will be communicated. ● LCLC Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation

OHA/ODE Requirements	Hybrid/Onsite Plan
	• A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication • Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: • What to do if you suspect you or your family members may be symptomatic? • What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • How does the district respond when a new case has been confirmed? • Updated communication will be shared with families and staff at least monthly or as updated information is available. • Protocols and information will be available on the EPSD9 website. • Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: • No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. • EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. • EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time. LCLC will notify District Nurse when rates each threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, 167 if there are any confirmed COVID-19 cases among students or

OHA/ODE Requirements	Hybrid/Onsite Plan
	staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☒ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☒ 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.	In response to an outbreak of COVID, LCLC will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, LCLC will initiate short-term school closure with Distance Learning for All and continued food services. • LCLC events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by LCLC or via LPHA. • If notified by LCLC, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning. ☒ 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. ☒ Communicate with families about options and efforts to support returning to On-Site instruction. ☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	Plans for hybrid learning and off-site only learning will allow LCLC to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • LCLC will follow LPHA guidance regarding the return of students and staff for on-site instruction. • LCLC will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening.

OHA/ODE Requirements	Hybrid/Onsite Plan
	LCLC will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eagle Point High School
Key Contact Person for this Plan	Heather Marinucci
Phone Number of this Person	541-830-6390
Email Address of this Person	marinuccih@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Heather Marinucci
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us as well.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Marinucci will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● EPHS will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	● Non-essential visitors/volunteers will be unable to work at EPHS, or complete other volunteer activities that require in-person interaction, at this time. ● Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. ● Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: ● Wash or sanitize their hands upon entry and exit to the district's buildings. ● Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. ● Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: ● Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering. ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: ● 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.	Face Shields and Barriers ● Face coverings or face shields will be provided for all EPHS staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. ● All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. ● If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: ● Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. ● 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. ● Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ● If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. ● For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• EPHS will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • EPHS will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, EPHS will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at EPHS. • EPHS staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

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OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • EPHS will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five time per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● EPHS will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● Interaction can be evidenced by any of the following or reasonable equivalents: ● Participating in a video class; ● Communication from the student to the teacher via chat, text message or email; ● A phone call with the student, or, for younger students, with the parent; ● Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or ● Turning in completed coursework on a given day. ● EPHS attendance staff will notify Principal Marinucci or designee when absence rate has reached 10% or more. ● Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. ● EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● EPSD9 has and will continue to conduct and confirm family technology connectivity ● EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform 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 per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPSD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the EPHS staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol EPHS staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • EPHS will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • EPHS will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at EPHS to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • EPHS has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from EPHS. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. • Health and safety standard protocols will be followed by staff. • Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. • Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. • Each table/desk will be cleaned prior to meals being consumed. • All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. • EPHS has a plan for consuming school meals. • Physical distancing requirements will be maintained in transit. • If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. • Transported trays/carts will be sanitized between deliveries to stable cohorts. • All meals will be eaten in the classroom or designated area with cohort groups. • Students will not share food, utensils, or other items during meals. • Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • 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	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: • Follow entry and screening procedures (training will be provided by the District Nurse). • Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. • Visually screen students for illness. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. • Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, driver will notify EPHS office staff. • 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. • Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPMS, ERES, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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	EPSD9 will collaborate with health professionals to help determine priorities. ● EPHS 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. ● EPHS will practice appropriate communicable disease isolation and exclusion measures. ● EPHS staff will participate in required health services related training to maintain health services practices in the school setting.

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● COVID-19 specific infection control practices for EPHS staff and students will be communicated. ● EPHS Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation

OHA/ODE Requirements	Hybrid/Onsite Plan
	• A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication • Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: • What to do if you suspect you or your family members may be symptomatic? • What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • How does the district respond when a new case has been confirmed? • Updated communication will be shared with families and staff at least monthly or as updated information is available. • Protocols and information will be available on the EPSD9 website. • Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: • No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. • EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. • EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time. EPHS will notify District Nurse when rates reach threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if

OHA/ODE Requirements	Hybrid/Onsite Plan
	there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☑ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☑ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☑ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☑ 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.	In response to an outbreak of COVID, EPHS will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, EPHS will initiate short-term school closure with Distance Learning for All and continued food services. • EPHS events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by EPHS or via LPHA. • If notified by EPHS, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Plan instructional models that support all learners in Comprehensive Distance Learning. ☑ 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. ☑ Communicate with families about options and efforts to support returning to On-Site instruction. ☑ Follow the LPHA guidance to begin bringing students back into On-Site instruction.	Plans for hybrid learning and off-site only learning will allow EPHS to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • EPHS will follow LPHA guidance regarding the return of students and staff for on-site instruction. • EPHS will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening.

OHA/ODE Requirements	Hybrid/Onsite Plan
Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	EPHS will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Upper Rogue Center for Educational Opportunities
Key Contact Person for this Plan	Michelle Green
Phone Number of this Person	541-830-6579
Email Address of this Person	greenm@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Michelle Green and Ryan Swearingen
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning

☐ Hybrid Learning

☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

Eagle Point School District added staffing and a principal to complete its newest school, URCEO Virtual, a fully virtual learning community for K-12 students opening September 14, 2020. We fully understand that some families want to keep their children at home this year due to the pandemic. There would be no mandatory on-site learning at any time during the year, regardless of the development of the pandemic. This full-time, online public school for K-12 students provides students personalized instruction and support from an EPD9 principal and teachers.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

URECO Virtual is solely a Comprehensive Distance Learning model. We plan to begin Monday, September 14, 2020 and operate through June 1, 2021.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☐ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☐ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☐ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☐ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☐ Cleaning and wiping 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 learning standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	throughout the year and for each specialized area (special education

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☐ Provide all information in languages and formats accessible to the school community.	

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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal	148

OHA/ODE Requirements	Hybrid/Onsite Plan
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 - Other severe symptoms ☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. - They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☐ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors/volunteers. ☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☐ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☐ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	

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, or visitors or volunteers following CDC guidelines Face Coverings. ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☐ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: Provide space away from peers while the face covering is removed; students should not be left alone or	

OHA/ODE Requirements	Hybrid/Onsite Plan
unsupervised. • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering. • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: • 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, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services	

OHA/ODE Requirements	Hybrid/Onsite Plan
under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☐ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☐ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any	151

OHA/ODE Requirements	Hybrid/Onsite Plan
PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☐ 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.	



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ Do not disenroll students for non-attendance if they meet the following conditions: - Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or - Have COVID-19 symptoms for 10 consecutive school days or longer. ☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☐ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☐ 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.	.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

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.	153

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 <i>Ready Schools, Safe Learners</i> guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☐ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☐ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☐ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	

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). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance . ☐ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance . ☐ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☐ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☐ Adequate cleaning of tables between meal periods. ☐ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

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 can be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • 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).	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	
☐ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance .	
☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
☐ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
☐ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.	
☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☐ 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
☐ 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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

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



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☐ Establish a specific emergency response framework with key stakeholders. ☐ When new cases 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.	

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☐ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☐ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☐ 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
☐ Plan instructional models that support all learners in Comprehensive Distance Learning. ☐ 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. ☐ Communicate with families about options and efforts to support returning to On-Site instruction. ☐ Follow the LPHA guidance to begin bringing students back into On-Site instruction. Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Shady Cove School
Key Contact Person for this Plan	Amy Isackson
Phone Number of this Person	541-830-6206
Email Address of this Person	Isacksona@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Amy Isackson
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 and our school held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Isackson will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● SCS will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	● Non-essential visitors/volunteers will be unable to work at SCS, or complete other volunteer activities that require in-person interaction, at this time. ● Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. ● Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: ● Wash or sanitize their hands upon entry and exit to the district's buildings. ● Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. ● Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: ● Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering. ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: ● 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.	Face Shields and Barriers ● Face coverings or face shields will be provided for all SCS staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. ● All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. ● If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: ● Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. ● 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. ● Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ● If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. ● For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• SCS will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • SCS will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, SCS will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at SCS. • SCS staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • SCS will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five times per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● SCS will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● Interaction can be evidenced by any of the following or reasonable equivalents: ● Participating in a video class; ● Communication from the student to the teacher via chat, text message or email; ● A phone call with the student, or, for younger students, with the parent; ● Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or ● Turning in completed coursework on a given day. ● SCS attendance staff will notify Principal Isackson when absence rate has reached 10% or more. ● Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. ● EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● EPSD9 has and will continue to conduct and confirm family technology connectivity ● EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform 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 per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the SCS staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol SCS staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • SCS will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • SCS will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at SCS to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • SCS has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from SCS. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. • Health and safety standard protocols will be followed by staff. • Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. • Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. • Each table/desk will be cleaned prior to meals being consumed. • All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. • SCS has a plan for consuming school meals. • Physical distancing requirements will be maintained in transit. • If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. • Transported trays/carts will be sanitized between deliveries to stable cohorts. • All meals will be eaten in the classroom or designated area with cohort groups. • Students will not share food, utensils, or other items during meals. • Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • 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	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: • Follow entry and screening procedures (training will be provided by the District Nurse). • Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. • Visually screen students for illness. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. • Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify SCS. • 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. • Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPHS, LCLC, SCS, TRE: On systems that have manual dampers for OSA, they are set at a minimum of 75% during operation, to allow for the proper air exchanges required for the class sizes. ● EPMS, ERES, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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	EPSD9 will collaborate with health professionals to help determine priorities. ● SCS 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. ● SCS will practice appropriate communicable disease isolation and exclusion measures. ● SCS staff will participate in required health services related training to maintain health services practices in the school setting.

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● COVID-19 specific infection control practices for SCS staff and students will be communicated. ● SCS Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation

OHA/ODE Requirements	Hybrid/Onsite Plan
	• A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication • Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: • What to do if you suspect you or your family members may be symptomatic? • What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • How does the district respond when a new case has been confirmed? • Updated communication will be shared with families and staff at least monthly or as updated information is available. • Protocols and information will be available on the EPSD9 website. • Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: • No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. • EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. • EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time. SCS will notify District Nurse when rates reach threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if

OHA/ODE Requirements	Hybrid/Onsite Plan
	there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☑ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☑ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☑ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☑ 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.	In response to an outbreak of COVID, SCS will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, SCS will initiate short-term school closure with Distance Learning for All and continued food services. • SCS events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by SCS or via LPHA. • If notified by SCS, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Plan instructional models that support all learners in Comprehensive Distance Learning. ☑ 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. ☑ Communicate with families about options and efforts to support returning to On-Site instruction. ☑ Follow the LPHA guidance to begin bringing students back into On-Site instruction.	Plans for hybrid learning and off-site only learning will allow SCS to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • SCS will follow LPHA guidance regarding the return of students and staff for on-site instruction. • SCS will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening.

OHA/ODE Requirements	Hybrid/Onsite Plan
Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	SCS will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Table Rock Elementary School and Academia Aguilitas Preschool
Key Contact Person for this Plan	Valerie Sheborn
Phone Number of this Person	541-830-6267
Email Address of this Person	shehornv@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Principal
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

2.

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.

3. 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.

EPSD9 and TRE held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us..

4. Indicate which instructional model will be used.

Select One:

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

5. 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).
6. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Shehorn will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● TRE and AAP will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	- Non-essential visitors/volunteers will be unable to work at TRE and AAP, or complete other volunteer activities that require in-person interaction, at this time. - Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. - Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: - Wash or sanitize their hands upon entry and exit to the district's buildings. - Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. - Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - Provide additional instructional supports to effectively wear a face covering; - Provide students adequate support to re-engage in safely wearing a face covering. - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: - 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.	Face Shields and Barriers - Face coverings or face shields will be provided for all TRE and AAP staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. - All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. - If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - 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. - Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA - If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. - For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• TRE and AAP will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • TRE and AAP will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, TRE and AAP will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at TRE and AAP. • TRE and AAP staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • TRE and AAP will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five times per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● TRE and AAP will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● Interaction can be evidenced by any of the following or reasonable equivalents: ● Participating in a video class; ● Communication from the student to the teacher via chat, text message or email; ● A phone call with the student, or, for younger students, with the parent; ● Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or ● Turning in completed coursework on a given day. ● TRE and AAP attendance staff will notify Principal TRE and AAP when absence rate has reached 10% or more. ● Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. ● EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● EPSD9 has and will continue to conduct and confirm family technology connectivity ● EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform 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 per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPSD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the TRE and AAP staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol TRE and AAP staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • TRE and AAP will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • TRE and AAP will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at TRE and AAP to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • TRE and AAP has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to the same seat at all times. Materials:

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. • Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from TRE and AAP. Classroom Procedures: • All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; • Middle and High school students will carry personal belongings (i.e., in backpacks). • Shared restroom/hall passes will not be used. • All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	• Playground(s) will remain closed 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. • All playground structures will be disinfected daily and in between each cohort group. • Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). • After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. • Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. • Cleaning requirements will be maintained; • 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. • Given the lessened capacity for equipment use due to

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used. ● Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. ● Health and safety standard protocols will be followed by staff. ● Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. ● Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. ● Each table/desk will be cleaned prior to meals being consumed. ● All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. ● TRE and AAP have a plan for consuming school meals. ● Physical distancing requirements will be maintained in transit. ● If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. ● Transported trays/carts will be sanitized between deliveries to stable cohorts. ● All meals will be eaten in the classroom or designated area with cohort groups. ● Students will not share food, utensils, or other items during meals. ● Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ● 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.	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: ● Follow entry and screening procedures (training will be provided by the District Nurse). ● Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. ● Visually screen students for illness. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. ● Continue transporting the student. ● If arriving at school, notify staff to begin isolation measures. ● If transporting for dismissal and the student displays an onset of symptoms, the bus driver will notify the TRE or AAP office. ● Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.	require specialized transportation as a related service) to appropriately provide service. ● 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) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPHS, LCLC, SCS, TRE: On systems that have manual dampers for OSA, they are set at a minimum of 75% during operation, to allow for the proper air exchanges required for the class sizes. ● EPMS, ERES, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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	EPSD9 will collaborate with health professionals to help determine priorities. ● TRE and AAP will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes

OHA/ODE Requirements	Hybrid/Onsite Plan
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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	website, newsletter and signage in the school setting for health promotion. • TRE and AAP will practice appropriate communicable disease isolation and exclusion measures. • TRE and AAP staff will participate in required health services related training to maintain health services practices in the school setting. • COVID-19 specific infection control practices for TRE and AAP staff and students will be communicated. • TRE and AAP Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. • Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene • 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 multiple student uses, even in the same cohort. • Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. • Shared objects will be limited as much as possible and cleaned between uses. • There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. • Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts • Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. • Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. • All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). • K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) • Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students • Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance). They must remain home

OHA/ODE Requirements	Hybrid/Onsite Plan
	until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. • Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication • Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: • What to do if you suspect you or your family members may be symptomatic? • What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). • How does the district respond when a new case has been confirmed? • Updated communication will be shared with families and staff at least monthly or as updated information is available. • Protocols and information will be available on the EPSD9 website. • Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: • No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. • EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. • EPSD9 will identify baseline absentee rates in order to determine if

OHA/ODE Requirements	Hybrid/Onsite Plan
	rates have increased by 10% or more at any given time. TRE and AAP will notify District Nurse when rates reach threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☒ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☒ 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.	In response to an outbreak of COVID, TRE and AAP will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, TRE or AAP will initiate short-term school closure with Distance Learning for All and continued food services. • TRE and AAP events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by TRE or AAP or via LPHA. • If notified by TRE or AAP, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles)	Plans for hybrid learning and off-site only learning will allow TRE and AAP to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur

OHA/ODE Requirements	Hybrid/Onsite Plan
and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ Communicate with families about options and efforts to support returning to On-Site instruction. ☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. - Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • TRE and AAP will follow LPHA guidance regarding the return of students and staff for on-site instruction. • TRE and AAP will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening. • TRE and AAP will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/10/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	White Mountain Middle School
Key Contact Person for this Plan	Karina Rizo
Phone Number of this Person	541-830-6754
Email Address of this Person	rizok@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; and Phil Ortega, Supervisor of Student Services.
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Karina Rizo
Intended Effective Dates for this Plan	08/31/2020 – 06/17/2021
ESD Region	Southern Oregon

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

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

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

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

EPSD9 and our school held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

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.

As of August 7, 2020, Eagle Point School District 9 does not meet the metrics to open with "On Site" or "Hybrid" Learning. We will begin the school year Monday, September 14, 2020. We are planning for Comprehensive Distance Learning to be temporary.

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

We have reviewed the Comprehensive Distance Learning Guidance and we are concerned about meeting the Instructional Time rules for School Year 2020-21 as outlined in OAR 581-022-2320. We also want ODE to reconsider the requirement of Attendance being taken every day of school. We would suggest the alternative of 3 check-ins a week to better meet the needs of our families.

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.

EPSD9 and other school districts in Jackson County are unable to meet the metrics to open as planned. Thus, we will begin the school year September 14, 2020 with Comprehensive Distance Learning. This is temporary and we plan to return to the original plan of K-5 "on-site" and 6-12 using a "hybrid" within 9 weeks of the start of school if the metrics improve and will allow this.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spreads 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 <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> 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 <i>Ready Schools, Safe Learners</i> guidance).	● Eagle Point School District 9 schools follow the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan. ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LPHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LPHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Principal Rizo will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LPHA. • Our staff will be trained on health protocols, tentatively in August or early September.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models. Students • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. • 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.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. • Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces. • Seating will be assigned to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We are adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Daily Logs ● Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). Cleaning and Hygiene ● 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 multiple student uses, even in the same cohort. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts ● Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ● All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). ● K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) ● Secondary cohorts are maintained in modified scheduling and will be stable each quarter. NOTE: Specific Cohorting plans for individual schools will be shared in each school's plan.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	● Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. ● Disease control measures will continue to be shared throughout the year in periodic intervals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: ● What to do if you suspect you or your family members may be symptomatic? ● What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● How does the district respond when a new case has been confirmed? ● Updated communication will be shared with families and staff at least monthly or as updated information is available. ● Protocols and information will be available on the EPSD9 and our school's website. ● Information will be made available in languages and 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 (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● 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. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	Screening on Entry ● Students and staff are directed 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. ● WMMS will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. Hand Hygiene on Entry ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Symptomatic Staff and Students ● Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Existing Conditions ● We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	- Non-essential visitors/volunteers will be unable to work at WMMS, or complete other volunteer activities that require in-person interaction, at this time. - Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. - Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Essential personnel/volunteers/visitors are required to: - Wash or sanitize their hands upon entry and exit to the district's buildings. - Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. - Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.

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, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - Provide additional instructional supports to effectively wear a face covering; - Provide students adequate support to re-engage in safely wearing a face covering. - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: - 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.	Face Shields and Barriers - Face coverings or face shields will be provided for all WMMS staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. - All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. - If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will: - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. - 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. - Our District Nurse or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA - If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. - For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to	• WMMS will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. • WMMS will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this 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, WMMS will 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
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

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. • 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. ☒ 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after	• The 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 are available at WMMS. • WMMS staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. Exposed or Symptomatic Students and Staff • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. 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 continue to wear a face covering. • To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. • The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ 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.	• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • WMMS will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for the past 14 days. The EPSD9 attendance policy attendance will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ 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.	Attendance will be taken at least five time per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). For grades 6-12, attendance will 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) ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● WMMS will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● Interaction can be evidenced by any of the following or reasonable equivalents: ● Participating in a video class; ● Communication from the student to the teacher via chat, text message or email; ● A phone call with the student, or, for younger students, with the parent; ● Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or ● Turning in completed coursework on a given day. ● WMMS attendance staff will notify Principal WMMS when absence rate has reached 10% or more. ● Designee will report increases in absences to Supervisor of Student Services, Phil Ortega. ● EPSD9 will 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● EPSD9 has and will continue to conduct and confirm family technology connectivity ● EPSD9 will provide all students with a label for their assigned district-owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform 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 per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● EPSD9 will issue loaner iPads as needed for students with broken devices.

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.	Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. 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, school supplies, headphones/earbuds, cell phones, books, 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 restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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).	Screening Students: ● Students will be visually screened by the WMMS staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Contact Tracing Protocol WMMS staff members will be assigned to all entrances to our school. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Arrival of all Students and Cohorts • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures. • WMMS will work with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families. • All students are assigned to at least one cohort. • Students or cohorts will be assigned to use an entrance and exit; all classes with outside doors will utilize this entrance. • Each teacher or designee will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. Or, 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. • Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Dismissal: • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • WMMS will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at WMMS to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • WMMS has established this protocol for students whose parent/guardian is late picking them up.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to 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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Handwashing: Students will be reminded (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. - Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol Furniture: All upholstered furniture and soft seating will be removed from WMMS. Classroom Procedures: - All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; - Middle and High school students will carry personal belongings (i.e., in backpacks). - Shared restroom/hall passes will not be used. - All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use. Signage: 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.

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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	- Playground(s) will remain closed 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. - All playground structures will be disinfected daily and in between each cohort group. - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). - After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. - Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. - Cleaning requirements will be maintained; - 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. - Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	to support students with schedules for when specific equipment can be used. ● Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals. ● Health and safety standard protocols will be followed by staff. ● Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. ● Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface. ● Each table/desk will be cleaned prior to meals being consumed. ● All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria. ● WMMS has a plan for consuming school meals. ● Physical distancing requirements will be maintained in transit. ● If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts. ● Transported trays/carts will be sanitized between deliveries to stable cohorts. ● All meals will be eaten in the classroom or designated area with cohort groups. ● Students will not share food, utensils, or other items during meals. ● Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

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 can be done at the time of arrival and departure. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ● 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.	This plan has been created in conjunction with our EPSD9 Transportation team. Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on. Each bus driver/staff will be required to: ● Follow entry and screening procedures (training will be provided by the District Nurse). ● Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields. ● Visually screen students for illness. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. ● Continue transporting the student. ● If arriving at school, notify staff to begin isolation measures. ● If transporting for dismissal and the student displays an onset of symptoms, notify WMMS. ● 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	● 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) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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).	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. Operations of Outside Air ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● EPHS, LCLC, SCS, TRE: On systems that have manual dampers for OSA, they are set at a minimum of 75% during operation, to allow for the proper air exchanges required for the class sizes. ● WMMS, ERES, HES, EPHS, WMMS: At these schools we have mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

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.	EPSD9 will collaborate with health professionals to help determine priorities. ● WMMS 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. ● WMMS will practice appropriate communicable disease isolation and exclusion measures.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• WMMS staff will participate in required health services related training to maintain health services practices in the school setting. • COVID-19 specific infection control practices for WMMS staff and students will be communicated. • WMMS Staff will review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. 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. • Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Grace House resides in EPSD9. Contact Tracing Protocol Staff members will be assigned to all entrances to EPSD9 buildings. They will use a sign-in/sign-out protocol to help facilitate contact tracing. • Students may sign in and out using a QR code for exiting the classroom and reentering. The supervising adult can also record student entrance and exit. Cleaning and Hygiene • 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 multiple student uses, even in the same cohort. • Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. • Shared objects will be limited as much as possible and cleaned between uses. • There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. • Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. Cohorts • Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. • Schools will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. • All schools will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas). • K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) • Secondary cohorts are maintained in modified scheduling and will be stable each quarter. Symptomatic Staff and Students • Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the Ready Schools, Safe Learners guidance). They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.

OHA/ODE Requirements	Hybrid/Onsite Plan
	- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Isolation - A primary isolation area will be designated for symptomatic Staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. Communication - Prior to on-site learning and/or hybrid instruction, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. - Disease control measures will continue to be shared throughout the year in periodic intervals. - The District COVID Mitigation Team will develop protocols for communicating with students, families, and staff: - What to do if you suspect you or your family members may be symptomatic? - What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). - How does the district respond when a new case has been confirmed? - Updated communication will be shared with families and staff at least monthly or as updated information is available. - Protocols and information will be available on the EPSD9 website. - Information will be made available in languages and formats accessible to the school community. CDC guidance for shared or congregate housing: - No 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. ☑ When new cases 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.	Epsd9 will establish a District COVID Mitigation Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information. - EPSD9 will share District COVID Mitigation Team member names and contact information with LPHA. - EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time.

OHA/ODE Requirements	Hybrid/Onsite Plan
	WMMS will notify District Nurse when rates each threshold. • The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LPHA if COVID-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. • The District Nurse will notify the Site Administrator, Superintendent and Directors of findings. • District Nurse, Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include: - o Parent/guardian communications - o Potential exposure notifications - o Temporary student exclusions - o Temporary school or cohort exclusions - o Modification or cancellation of school events - o School closure • The LPHA will recommend in-person school closures or restrictions, as they learn about new cases.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☑ 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. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure ☑ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☑ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☑ 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.	In response to an outbreak of COVID, WMMS will follow the District Communicable Disease Plan (available online), collaborate with LPHA, and follow LPHA guidance. • In the event of a closure, WMMS will initiate short-term school closure with Distance Learning for All and continued food services. • WMMS events will be modified, postponed, or cancelled as coordinated with the LPHA. • The District Administrative Team with the District Nurse and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. For Suspected or Known Individual or Family COVID-19 Cases: • The District Nurse will be immediately notified by WMMS or via LPHA. • If notified by WMMS, District Nurse will contact family and health care provider, if appropriate, to gather data and contact LPHA • If notified by LPHA, the District Nurse will notify Site Administrator and Superintendent, and collaborate with LPHA, providing log sheets, attendance information, and potential contact information to LPHA following their direction to determine next steps as listed above. • Every effort will be made to maintain student confidentiality. For Regional Impact • The District COVID Mitigation Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Plan instructional models that support all learners in Comprehensive Distance Learning. ☑ 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.	Plans for hybrid learning and off-site only learning will allow WMMS to move to off-site distance learning in the event of school closure. • If school closure is advised by the LPHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate with families about options and efforts to support returning to On-Site instruction. ☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	- WMMS will follow LPHA guidance regarding the return of students and staff for on-site instruction. - WMMS will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening. - WMMS will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>

7. Board Action Items

- A. Consent Agenda - The August 12, 2020 consent agenda includes the personnel action report.

**Eagle Point School District 9
PERSONNEL ACTION REPORT
As of August 6, 2020**

Licensed Terminations

Cowger, Tyler	Assignment	PE/Health
	Location	WMMS
	FTE	1.0
	Effective	06/10/2020
	Reason	Resignation

Vosburg, Sharon	Assignment	Special Ed
	Location	ERE
	FTE	1.0
	Effective	06/10/2020
	Reason	Resignation

Licensed New Hires / Changes

Agnello-Shelton, Senta	Assignment	STEAM
	Location	WMMS/SC
	FTE	1.0
	Effective	08/28/2020
	Reason	New – SIA Funds

Evans, Meghan	Assignment	Language Arts
	Location	EPMS
	FTE	1.0
	Effective	08/28/2020
	Reason	A. Kellogg

Geiger, Sara	Assignment	Elementary
	Location	HES
	FTE	1.0
	Effective	08/28/2020
	Reason	R. Akins

Humphrey, Britt	Assignment	Counselor
	Location	EPHS
	FTE	1.0
	Effective	08/28/2020
	Reason	New – SIA Funds

James, Anna	Assignment	Language Arts
	Location	EPMS
	FTE	1.0
	Effective	08/28/2020
	Reason	S. Wolfe

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Leedy, Joshua

Assignment PE/Health
Location WMMS
FTE 1.0
Effective 08/31/2020
Reason T. Cowger
(Previous PE/Health Teacher EPHS)

Petite, Stefani

Assignment Social Studies
Location WMMS
FTE 1.0
Effective 08/28/2020
Reason T. Waite

CLASSIFIED INFORMATION

Classified Terminations

Briggs, Denise

Assignment Custodian I
Location EPMS
FTE 0.47
Effective 07/13/2020
Reason Resignation

Knight, Kali

Assignment Custodian I
Location WMMS
FTE 0.47
Effective 07/13/2020
Reason Resignation

Muhlberg, Sarah

Assignment COTA
Location DIST/HES
FTE 1.0
Effective 06/10/2020
Reason Resignation

Classified New Hires / Changes

Kennelly, Ethan

Assignment Plant Engineer I
Location SC
FTE 1.0
Effective 07/13/2020
Reason J. Foulon

Ballantyne, Stacy

Assignment Instructional Asst
Location EPMS
FTE 0.88
Effective 09/08/2020
Reason D. Garino
(Title IA position eliminated ERE/HES)

B. Unfinished Business

1. Revisions to Board Policy GBL - Personnel Records and Policy GLBA Disclosure of Information

Eagle Point School District 9

Eagle Point School District 9

Code: _____ GBL
Adopted: 11/15/84
Revised/Readopted: 11/14/01; 11/8/05
Orig. Code(s): 3180-3181; 4180-4181 _____

Personnel Records *

An official personnel file will be established for each person employed by the district. -Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release ~~/or~~ permission to return to work forms will be kept confidential, in a separate file from personnel records. -Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing ~~regulations~~ procedures regarding the control, use, safety and maintenance of all personnel records. -Employees will be given a copy of evaluations, complaints and written disciplinary actions ~~to be~~ placed in their personnel file. - All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees' personnel records will be available for use and inspection only by the following:

1. The individual employee. -An employee ~~or designee~~ may arrange with the personnel office to inspect the contents of ~~his/her/their~~ personnel file on any day the personnel office is open for business;
2. Others designated ~~in writing~~ by the employee ~~in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;~~
3. The comptroller or auditor, when such inspection is pertinent to carrying out ~~his/her/their~~ respective duties, or as otherwise specifically authorized by the Board. -Information so obtained will be kept confidential. - No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. -Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff ~~designated by the superintendent;~~
6. District administrators and supervisors who currently or prospectively supervise the employee;

R5/01/20 | LF

Personnel Records * – GBL
1-2

DRAFT REVISIONS REQUIRED POLICY

7. Employees of the personnel office;
8. Attorneys for the district or the district's designated representative on matters of district business;

Personnel Records – GBL 1-2

9. The disciplinary records created pursuant to ORS 339.388(8)(c) are confidential and are not public records[†] of a district as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and may be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record; 339.378(1).
10. Upon request from a law enforcement agency, the Oregon Department of Human Services or the Teachers Standards and Practices Commission, a district shall provide the records of investigations for the Oregon Department of Education, in conducting an investigation related to suspected child abuse or suspected sexual conduct, to the extent allowable by a district employee state and federal law, including laws protecting a person from self-incrimination.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in his/her opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those authorized to inspect them listed above, will be only upon receipt in line with Board policy KBA - Public Records.

END OF POLICY

Legal Reference(s):

[ORS 342.850](#)
[ORS 652.750](#)

[ORS 339.370 – 339.374](#) [ORS 342.143](#) [ORS 652.750](#)
[ORS 339.388](#) [ORS 342.850](#) [OAR 581-022-2405](#)

OSEA v. Lake County School District, Case No. C-202-83, 8 PECBR 7837 (1985); rev'd, 81 Or. App. 623 (1986); order on remand, 9 PECBR 9501 (1987); aff'd, 93 Or. App. 481 (1988).
Americans with Disabilities Act of 1990, 42 U.S.C. Sections §§ 12101-12112 (2011); 29 CFR, Part 1630 (2001); 28 CFR, Part 35 (2001).

Cross Reference(s):

ACA—Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

[†] Disciplinary records is defined as records related to a personnel discipline action or materials or documents supporting that action.

Personnel Records – GBL 2-2

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Personnel Records * – GBL
2-2

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Eagle Point School District 9

Eagle Point School District 9

Code: ___GBLA

Adopted: 11/08/05___

Disclosure of Information

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. ~~The Disclosure~~ disclosure of information regarding the former employee's job performance is upon request of the prospective employer; or

~~Disclosure of information is upon request of the former employee; This disclosure~~

2. ~~The~~ information is related to job performance;

3. ~~The action~~ is presumed to be in good faith.

4. ~~The disciplinary records¹ of a district employee who has been convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or ORS 192.502 and may be released to any person upon request. Prior to the disclosure of a disciplinary record an education provider shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record.~~

5. ~~The disclosure is the result of a request from a law enforcement agency, the Department of Human Services or the Teachers Standards and Practices Commission regarding the records of investigations of suspected child abuse by a district employee.~~

1. ~~Presumption of good faith is rebutted by showing the information disclosed was:~~

- a. Knowingly false;
- b. Deliberately misleading; ~~3. Rendered with malicious purpose;~~
- c. ~~4. Rendered with malicious purpose; or~~

¹ Disciplinary records is defined as records related to a personnel discipline action or materials or documents supporting that action.

~~Disclosure of Information – GBLA 1-~~

~~2~~

Disclosure of Information – GBLA

1-2

d. ~~Violated civil rights~~ of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.

2. ~~Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1):~~

3. ~~The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;~~

~~2.4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.~~

END OF POLICY

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Legal Reference(s):

ORS 30.178	ORS 339.378	ORS Chapter 659
ORS 339.370 to 339.374	ORS 339.388(7),(8),(9)	ORS Chapter 659A

~~OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.~~

~~Disclosure of Information—GBLA 2-2~~

ORS 30.178	ORS 339.378	ORS Chapter 659
ORS 339.370 - 339.374	ORS 339.388	ORS Chapter 659A

~~OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.~~

Eagle Point School District 9
Board of Directors

Date:	<u>July 8, 2020</u>	Presented By:	<u>Ryan Swearingen</u>
	<u>Revise Policy GBL – Personnel Records / Revise Policy GLBA</u>		
Subject:	<u>Disclosure of Information</u>	Attachment(s)	<u>yes</u>

Information

BACKGROUND INFORMATION:

Senate Bill 155 (2019) updated statute affecting release of personnel records when requests are received.

Review collective bargaining language related to personnel records.

RECOMMENDATION:

Review the recommendations and consider adopting the recommended changes.

BOARD ACTION REQUIRED

First Reading no action required.

2. Revisions to Board Policy GBN/JBA and GBN/JBA-AR - Sexual Harassment

Eagle Point School District 9
Board of Directors

Date: 7/8/2020 Presented By: Mr. Swearingen
Subject: Deletion and Replacement of Required
Policy GBN/JBA and GBN/JBA-AR Attachment(s) yes

Information

BACKGROUND INFORMATION:

House Bill 3077 (2019) provides a new definition of sexual harassment (includes sexual assault), clarifies certain aspects of the reporting and investigating process, and requires the allocation of resources to support individuals who report sexual harassment.

RECOMMENDATION:

It is recommended that the district review the recommended language, revise and recommend the Board readopt the policy and revise and review the administrative regulation.

BOARD ACTION REQUIRED

First reading, no action at this time.

Eagle Point School District 9

Code: GBN/JBA
Adopted:

Sexual Harassment

The district is committed to the elimination of sexual harassment in district schools, activities and programs. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment: of students by staff members, other students or third parties; of staff members by students, other staff members or third parties; and of third parties by staff members and students. This policy applies to third parties who are on or immediately adjacent to school grounds or district property, are at any school-sponsored or district-sponsored activity or program, or are off school or district property, if a student or staff member acts toward the person in a manner that creates a hostile environment for the person while at school or a school-sponsored or district-sponsored activity or program. “Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. “District” includes: district facilities; district premises and nondistrict property if the student or staff member is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, where students are under the jurisdiction of the district; or where the staff member is engaged in district business. The prohibition also includes off duty conduct which is incompatible with a staff member’s district job responsibilities.

All staff members, students, and third parties are subject to this policy.

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity or that creates an intimidating, offensive or hostile educational environment; unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with the staff member’s ability to perform the job or that creates an intimidating, offensive or hostile work environment; or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that creates an intimidating, offensive or hostile environment; and
3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints or reports about behavior that may violate this policy shall be promptly investigated.

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official so that the district official (and the reporting staff member when the victim of the harassment is a student or third party) may coordinate efforts to take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions that are necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the staff member who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint from a student or the student's parents, a staff member or a third party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(5) to the complainant.

The person who initiated the complaint and if applicable the student's parents or person's parents shall be notified when the investigation is initiated and concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal student confidentiality laws.

The initiation of a complaint, and the participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the educational assignments or any terms or conditions of employment or of work or educational environment of the person who initiated the complaint or who participates in the investigation. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the district’s website and published in student/parent and staff handbooks. The district’s policy shall be posted on a sign in all grade 6 through 12 schools. Posted signs shall be at least 8-1/2 inches by 11 inches in size.

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

<u>ORS 243.706</u>	<u>ORS 342.850</u>	<u>ORS 659A.030</u>
<u>ORS 332.107</u>	<u>ORS 342.865</u>	<u>OAR 581-021-0038</u>
<u>ORS 342.700</u>	<u>ORS 659.850</u>	<u>OAR 584-020-0040</u>
<u>ORS 342.704</u>	<u>ORS 659A.006</u>	<u>OAR 584-020-0041</u>
<u>ORS 342.708</u>	<u>ORS 659A.029</u>	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Eagle Point School District 9

Code: GBN/JBA-AR

Revised/Reviewed:

Sexual Harassment Complaint Procedure

Principals, the Director of Human Resources and the superintendent has responsibility for reports, complaints and investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Step 1 Any sexual harassment information (i.e., reports, complaints, rumors, etc.) shall be presented to district officials, this includes officials such as the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

The district official receiving the complaint shall cause the district to provide written notice from the district to the complainant that includes:

1. The rights of the student, student's parents, staff member, person or person's parents who filed the complaint;
2. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parents may pursue, including the person designated for the school or district for receiving complaints;
3. Notice that civil and criminal remedies that are not provided by the school or district may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation;
4. Information about services available to the student or staff member complainant through the school or district including any counseling services, nursing services or peer advising;
5. Information about the privacy rights of the student, student's parents, staff member, person or person's parents and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
6. Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment; and
7. Notice that students who report information about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

This written notification must:

1. Be written in plain language that is easy to understand;
2. Use print that is of the color, size and font that allow the notification to be easily read; and
3. Be made available to students, students’ parents, staff members and members of the public at each school office, at the district office and on the school or district website.

Step 2 The district official receiving the information or complaint shall promptly initiate an investigation and will notify the complainant when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The official conducting the investigation shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter provided in step 1 and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If a complainant is not satisfied with the decision at step 2, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 4 If a complainant is not satisfied with the decision at step 3, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Complaints against the principal may start at step 3 and may be filed with the superintendent. The superintendent will cause the notice requirements identified in step 1 to be completed and the notice to the complainant when the investigation is initiated. The superintendent will investigate the complaint and will notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may appeal to the Board in step 4.

Complaints against the superintendent may start at step 4 and should be referred to the Board chair on behalf of the Board. The Board chair will cause the notice requirements identified in step 1 to be completed and the notice to the complainant when the investigation is initiated. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board chair shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

Eagle Point School District 9
11 N. Royal Avenue, PO Box 548, Eagle Point, OR 97524

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Eagle Point School District 9
11 N. Royal Avenue, PO Box 548, Eagle Point, OR 97524

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

3. New Board Policy GBEA and GBEA-AR Workplace Harassment

Eagle Point School District 9
Board of Directors

Date: 7/8/2020 Presented By: Mr. Swearingen
New Policy GBEA Workplace
Subject: Harassment and GBEA-AR Workplace Attachment(s) yes
Harassment Reporting and Procedure

Information

BACKGROUND INFORMATION:

Senate Bill 479 (2019) institutes a requirement for all public employers to adopt policy prohibiting “workplace harassment” which means “conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or that constitutes conduct prohibited by ORS 659A.082 or 659A.112”. This legislation requires new board policy and an administrative regulation (AR) to support implementation of this law. A complaint may be filed through the new complaint process AR, with the Bureau of Labor and Industries (BOLI), or under any other available law.

RECOMMENDATION:

New policy GBEA and its administrative regulation (AR) are required by SB 479; the AR does not require adoption but is submitted for Board review.

BOARD ACTION REQUIRED

First reading, no action at this time.

Eagle Point School District 9

Code: GBEA
Adopted:

Workplace Harassment *

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

ORS 659A.001	ORS 659A.082	OAR 584-020-0040
ORS 659A.003	ORS 659A.112	OAR 584-020-0041
ORS 659A.006	ORS 659A.820	
ORS 659A.029	ORS 659A.875	Senate Bill 479 (2019)
ORS 659A.030	ORS 659A.885	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Eagle Point School District 9

Code: GBEA-AR
Revised/Reviewed:

Workplace Harassment Reporting and Procedure

Any district employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administration regulation, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law.

Additional information regarding the filing of a report may be obtained through the principal, compliance officer or superintendent.

A complaint alleging an unlawful employment practice as described in ORS 659A.030, 659A.082 or 659A.112 or section 4 of Senate Bill 479 (2019) must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the district as a separate confidential file and stored in the district office.

Investigation Procedure

The HR Department is responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves the HR Department, the employee may report to the superintendent or his/her designee. All reports of alleged workplace harassment behavior shall be investigated.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;
2. Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee;
3. Provide a copy of the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee; and
4. Complete the following steps:

Step 1 Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within ten working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The investigator shall notify the complainant in writing that the

investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

A copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace harassment incident, including disciplinary action taken or recommended, shall be forwarded to the human resources office.

Step 2 If a complainant is not satisfied with the decision at step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the step 1 decision. The superintendent or designee shall review the investigators report and findings. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary by the superintendent or designee to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days after receipt of the appeal.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the findings and conclusion of the superintendent or designee in a public meeting to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision as the district's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. The Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

If the Board chooses not to hear the appeal, the superintendent's decision in Step 2 is final.

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information¹ required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 30 days, in open session what action if any is warranted. The Board chair shall notify the

¹ Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee, and a copy the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee.

complainant in writing within 10 days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Follow-up Procedures

The HR Department will follow up with the district employee of the alleged harassment once every three months for the calendar year following the date on which the HR Department received a report of harassment, to determine whether the alleged harassment has stopped or if the employee has experienced retaliation. The HR Department will document the record of this follow-up. The HR Department will continue follow-up in this manner until and unless the employee directs the HR Department in writing to stop.

Other Reporting Options and Filing Information

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in Board policy GBEA - Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

Eagle Point School District 9
11 N. Royal Avenue, PO Box 548, Eagle Point, OR 97524
541-830-6558

WORKPLACE HARASSMENT REPORTING OR COMPLAINT FORM

Name of person making report/complainant: _____

Position of person making report/complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of alleged misconduct: _____

Name of witnesses (if any): _____

Evidence of workplace harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Eagle Point School District 9
11 N. Royal Avenue, PO Box 548, Eagle Point, OR 97524
541-830-6558

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

4. Rescind JHFE, JHFE-AR, and JHFF and Replace with Board Policy JHFE, JHFE-AR, JHFF, JHFF/GBNAA and JHFF/GBNAA-AR

Eagle Point School District 9 Board of Directors

Date: July 8, 2020 Presented By: Mr. Swearingen
Delete current version of Policy
JHFF, JHFE and JHFE-AR; replace
with the new version of Policy JHFE,
JHFF/GBNAA and Policy JHFE-AR
AND JHFF/GBNAA-AR – Required
Subject: Policy Attachment(s) yes

Information

BACKGROUND INFORMATION:

Senate Bill (SB) 155 (2019) amended statute on reporting suspected sexual conduct and suspected child abuse. The following is a brief summary of some changes to law; access the bill in its entirety and the new model sample policies and administrative regulations for additional information.

SB 155 assigned investigative responsibilities to ODE for non-licensed employees for reports of suspected sexual conduct and investigative responsibilities to TSPC for employees licensed through TSPC. The SB redefines sexual conduct, adds a definition for student in relation to sexual conduct, amends reporting requirements, makes volunteers subject to law, and maintains applicability to contractors and agents.

The SB adds applicability of the law on suspected child abuse to contractors, agents and volunteers to protect students.

The SB requires districts to designate a licensed administrator and alternate licensed administrator for each school building assigned to receive reports of suspected abuse or suspected sexual conduct, and their contact information and other required information found in the amended policies and administrative regulations. In cases of suspected abuse, the district must also post contact information for the local Department of Human Services office and other required information noted in the amended policies and administrative regulations.

There are new reporting requirements for the designated administrators to TSPC or ODE when they receive a report of suspected sexual conduct.

Nothing in the bill prevents a district from conducting their own investigation and acting on information gained from the investigation prior to completion of an investigation and determination from another agency. Refer to the model sample policies and administrative regulations for additional information.

The model sample policies and their administrative regulations have had extensive rewriting and therefore are presented in clean form in this Policy Update. The deleting/rescinding of previous versions and adoption of new versions is recommended.

The code for JHFF - Reporting Requirements of Suspected Sexual Conduct was modified to add a second code to implement a place in section 255 - Personnel of the board policy manual,

e.g., JHFF/GBNAA. Additionally, a new administrative regulation has been created and is presented as JHFF/GBNAA-AR, and includes the additional reporting requirements and procedures the administrators will follow when a report of suspected sexual conduct is

received. The alternate form of this policy and AR, e.g., GBNAA/JHFF and GBNAA/JHFF-AR are included just not listed.

RECOMMENDATION:

Consider rescinding previous versions of the corresponding policies and administrative regulations in the board's policy manual and adopt the new versions presented herein. Administrative regulation JHFE-AR(1) is designated to be board adopted; the administrative regulation JHFF/GBNAA-AR is noted with needing board review.

BOARD ACTION REQUIRED

First Reading no action required.

Eagle Point School District 9

Code: JHFE
Adopted:

Reporting of Suspected Abuse of a Child

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child’s care, the child’s age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors², agents³, volunteers⁴, or students will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

The district will designate⁵ a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

³ “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁵ Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator in the event the licensed administrator is the alleged abuser for each school building to receive these reports.

If the superintendent is the alleged perpetrator the report shall be submitted to the Director of Human Resources who shall also report to the Board chair.

The district will post the name and contact information of the designees for each school building designated to receive reports of suspected abuse and the procedures the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee and a statement that the duty to report suspect abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support the report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)
[Senate Bill 155 \(2019\)](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Eagle Point School District 9

Code: **JHFE**

Adopted: 12/13/90

Readopted: 11/14/01; 11/08/05; 7/09/08;

1/13/10; 12/14/11; 12/12/12

Orig. Code(s): 5233

Reporting of Suspected Abuse of a Child

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, by any adult or by a student with whom the employee is in contact has abused a child, will immediately notify the Oregon Department of Human Services or the local law enforcement agency. The district employee shall also immediately inform his/her supervisor, principal or superintendent.

Abuse of a child by district employees or by students will not be tolerated. All district employees are subject to this policy and the accompanying administrative regulation. If a district employee is a suspected abuser, reporting requirements remain the same. The district will designate the human resources director to receive reports of abuse of a child by district employees and specify the procedures to be followed upon receipt of an abuse report. In the event the designated person is the suspected abuser, the human resources director shall receive the report of abuse. The district will post in each school building the name and contact information of the person designated to receive child abuse reports, as well as the procedures the human resources director will follow upon receipt of a report. When the human resources director takes action on the report, the person who initiated the report must be notified.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

Upon request, the district shall provide records of investigations of suspected abuse of a child by a district employee or former district employee to law enforcement, Oregon Department of Human Services or Teachers Standards and Practices Commission.

Any district employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected abuse of a child by a district employee or a student, in good faith, the student will not be disciplined by the Board or any district employee. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall establish written procedures to provide annual training: 1) for district staff in the prevention and identification of abuse of a child and on the obligations of district employees under ORS 419B.005, as directed by Board policy, to report suspected abuse of a child; 2) for parents and legal guardians of students attending district schools on the prevention, identification of abuse of a child and the obligation of district employees to report suspected abuse of a child, separate from district staff training; and 3) designed to prevent abuse of a child available to students attending district-operated schools.

CURRENT POLICY – RECOMMENDED DELETION

The superintendent shall implement such regulations as are necessary to accomplish the intent of this policy and to comply with state law.

Reporting of Suspected Abuse of a Child - JHFE 1-
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END OF POLICY

Legal Reference(s):

[ORS 339](#).370 to-339.400

[ORS 419B](#).005 to-419B.050

HB 4016 (2012)

[ORS 418](#).746 to-418.751

[OAR 581-022](#)-0711

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011)

Cross Reference(s):

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

DELETED

Eagle Point School District 9

Code: JHFE-AR(1)
Adopted:

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the Director of Human Resources who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a child and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of person who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave² and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor³, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁴ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law recognizes these types of abuse:

- a. Physical;
- b. Neglect;
- c. Mental injury;

² The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

³ The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.

⁴ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

- d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. “Child” means an unmarried person who is under 18 years of age.
 3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. [When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator’s refusal to sign the form.] If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;

DRAFT NEW VERSION – REQUIRED POLICY

3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

Eagle Point School District 9

Code: **JHFE-AR(1)**

Adopted: 11/14/01

Revised/Readopted: 11/08/05; 1/13/10; 12/12/12; 11/14/18

Reporting of Suspected Abuse of a Child

Reporting

Any district employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The district employee should also immediately inform his/her supervisor, principal or superintendent. If known, such report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child. The written record may be made using the district's *Suspected Abuse of a Child Referral* form which includes at a minimum:

1. The name and position of the person making the report;
2. The names and addresses of the child and of the parents of the child or other persons responsible for the child's care and the age of the child;
3. The name and position of any witness to the report;
4. A description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser;
5. A description of how the report was made (i.e., phone or other method);
6. The name of the agency and individual who took the report;
7. The date and time that the report was made; and
8. The names of persons who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the employee's supervisor and/or human resources director.

When the district receives a report of suspected abuse of a child by one of its employees, and the superintendent or designee determines that there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave until the DHS or a law enforcement agency either: 1) determines that the report is unfounded or that the report will not be pursued; or 2) determines that the report is founded and the education provider takes the appropriate disciplinary action against the district employee. If the DHS or a law enforcement agency is unable to determine whether the abuse of a child occurred the district may either reinstate the employee or take disciplinary action at the district's discretion.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

Definitions

1. Oregon law recognizes these types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. "Child" means an unmarried person who is under 18 years of age.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

The disciplinary records of a district employee or former district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.345 or 192.355. Therefore, if a district employee or former employee is convicted of a crime listed in ORS 342.143, the district that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply

with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE-AR(2) - Abuse of a Child Investigations Conducted on District Premises. The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;
3. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Eagle Point School District 9

Code: JHFF
Adopted: 12/17/09
Revised/Readopted: 12/12/12; 9/11/13; 12/12/18

Reporting Requirements Regarding Sexual Conduct with Students

Sexual conduct by district employees, contractors or agents¹ of the district will not be tolerated. All district employees, contractors and agents of the district are subject to this policy.

“Sexual conduct,” as defined by Oregon law, is any verbal or physical [or other] conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR - Reporting of Suspected Abuse of a Child.

Any district employee, contractor or agent of the district who has reasonable cause to believe that another district employee, contractor or agent of the district or volunteer has engaged in sexual conduct with a student must immediately notify his/her immediate supervisor.

When the district receives a report of suspected sexual conduct by a district employee, the district may decide to place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students while conducting an investigation. When the district receives a report of suspected sexual conduct by a contractor or agent of the district, the district may decide to suspend services of that contractor or place the agent in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An “investigation” is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, the district employee, the contractor, the agent of the district or the student who is the subject of the report. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

If, following the investigation, the report is substantiated, the district will inform the district employee, contractor or agent of the district that the report has been substantiated and provide information regarding the appeal process.

If the district employee, contractor or agent of the district decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee’s personnel file or in the administrative file for the contractor or agent of the district. The employee, contractor or agent of the district will be notified that this information may be disclosed to a potential employer. The district will not serve as a reference for a contractor or agent of the district that has a substantiated report.

¹ An “agent” is a person authorized to act on behalf of another (called the principal) to create legal relations with a third party.

Reporting Requirements Regarding Sexual Conduct with Students – JHFF

1-2

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the human resources director will follow upon receipt of a report. In the event that the designated person is the suspected perpetrator, the superintendent shall receive the report. When the human resources director takes action on the report, the person who initiated the report must be notified.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a district employee, a contractor or an agent of the district in good faith, the student will not be disciplined by the Board or any district employee.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees, contractors or agents of the district at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in ORS 339.374 for all district employees.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 418.746 - 418.751](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2012).

Cross Reference(s):

GCAB - Personal Electronic Devices and Social Media - Staff

JHFE - Reporting of Suspected Abuse of a Child

DELETED

5. Revisions to Board Policy IGBAH-AR - Special Education - Evaluation and Eligibility Procedures

Eagle Point School District 9
Board of Directors

Date:	<u>7/8/2020</u>	Presented By:	<u>Mrs. Parsons</u>
	Revisions to Policy IGBAH-AR Special		
	Education – Evaluation and Eligibility		
Subject:	<u>Procedures</u>	Attachment(s)	<u>yes</u>

Information

BACKGROUND INFORMATION:

At its March 2020 meeting the Oregon State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-015-2115 resulting from passage of Senate Bills 13 and 16 (2019).

RECOMMENDATION:

BOARD ACTION REQUIRED

First reading, no action at this time.

Eagle Point School District 9

Eagle Point School District 9

Code:-_____IGBAH-AR

Adopted:-_____11/08/05

Readopted:-~~4~~_____04/09/08

Special Education - Evaluation and Eligibility Procedures**

1. Request for Initial Evaluation

- a. Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
- b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) ~~(1)~~—The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parents, whether or not the district convenes a meeting.
- c. If a meeting is held, the district invites parents to participate.
- d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
- e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.

2. The initial evaluation consists of procedures:

- a. To determine if the child has a disability; and
- b. To identify the child's educational needs.

3. The district conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:

- a. The district and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
- b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
- c. The parent repeatedly fails or refuses to produce the child for evaluation.

4. Re-evaluation

- a. ~~—a.—~~The district conducts re-evaluations:

- (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
- (2) When the child's parents or teacher request a re-evaluation; and
- (3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

- b. ~~b.~~ The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

5. Evaluation Planning

- a. ~~a. The district, or designated referral and evaluation agency for preschool children, ensures that, as part of~~ As part of an initial evaluation (if appropriate,) and as part of any re-evaluation, the child's individualized education program (IEP or) or individualized family service plan (IFSP) team, including the parents and other qualified professionals, as appropriate, must review and document their review of existing evaluation data/information on the child, including:
 - (1) Evaluations and information provided by the child's parents;
 - (2) Current classroom-based, local or state assessments and classroom-based observations; ~~and~~
 - (3) Observations by teachers and related service providers; ~~and~~
 - ~~(4) b.—~~ Medical, sensory, and health information.
- b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
 - (1) Whether the child has a disability;
 - (2) The child's present levels of academic achievement and related development needs;
 - (3) Whether the child needs, or continues to need-, early intervention/early childhood special education (EI/ECSE) or special education and related services; and
 - (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
 - (1) Whether the child has a disability; and

- (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
 - d. ~~4.~~ The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - (3) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (4) Are administered by trained and knowledgeable personnel; and
 - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
 - e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
 - f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
 - g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility
- a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
 - b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).

- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child’s regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.
- e. Each eligibility team prepares a written eligibility statement that includes:
 - (1) Identification of the evaluation data considered in determining the child’s eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
 - (4) A determination of whether the child’s disability has an adverse impact on the child’s educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team’s written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
 - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child’s IEP addresses all of the child’s special education needs.

6. New Required Board Policy JHH - Student Suicide Prevention

Eagle Point School District 9
Board of Directors

Date: July 8, 2020 Presented By: Mrs. Parsons
Subject: New Required Policy JHH – Student
Suicide Prevention Attachment(s) yes

Information

BACKGROUND INFORMATION:

Senate Bill (SB) 52, also known as Adi's Act and passed by the 2019 Legislature, directs districts to adopt a policy requiring a comprehensive plan on student suicide prevention for students in kindergarten through grade 12.

RECOMMENDATION:

Board adoption is required by Oregon Revised Statue (ORS) 339.343.

BOARD ACTION REQUIRED

First Reading no action required.

Eagle Point School District 9

Code: **JHH**

Adopted:

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis¹; and
8. A process for designating staff to be trained in an evidence-based suicide prevention program.²

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

¹ "Behavioral health crisis" as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual's mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual's mental or physical health.

² ODE will provide a list of available programs.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

[ORS 332](#).107

[ORS 339](#).343

[OAR 581](#)-022-2510

C. New Business

1. Superintendent Evaluation Standards



SUPERINTENDENT EVALUATION WORKBOOK

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COALITION OF OREGON SCHOOL ADMINISTRATORS

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Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
 - reviewing past performance
 - communicating future expectations and goals
 - determining future professional development for the superintendent
 - making ongoing employment decisions (contract extension and compensation)
-

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**

This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

- **PART 5 EVALUATION SUMMARY. (Appendix E)**

This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.

EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹ Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start
thinking about
next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING



COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE
GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

SUMMARY RATING — GOAL 1: (check one)

4

3

2

1

N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision. • Implements the district's continuous improvement plan and communicates its progress.	• Evidence of how you have constructed and enacted an equity vision and mission across the district and community: · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

ARTIFACTS

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

ARTIFACTS

- | DESCRIPTORS | ARTIFACTS |
|--|---|
| <ul style="list-style-type: none"> • Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contract effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity. | <ul style="list-style-type: none"> • Staff recruitment and retention plan (including demographics to match student and community population) • Union collaboration (minutes, negotiations, grievances, etc.) • Uses data from a variety of sources to inform labor trends, negotiations and bargaining • Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.) • Staff attendance and retention rates • Development plans for improving the capacity of leadership at all levels • Documentation of coaching for instruction, curriculum, assessment and inclusion • Meaningful engagement of staff to improve cultural competency and equitable practice (documentation) • Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders |

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



**OREGON SCHOOL
BOARDS ASSOCIATION**

1201 Court St NE, Ste 400 | Salem, OR 97301
503-588-2800 or 800-578-6722
www.osba.org | info@osba.org



**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301
503-581-3141
www.cosa.k12.or.us

2. Superintendent Evaluation Timeline

Eagle Point Superintendent Evaluation Timeline for 2020-21

<i>Action</i>	<i>Date</i>	<i>Person(s)</i>
Board/superintendent review the evaluation process (including Targeted Feedback Survey (TFS), if being used), standards, (additional goals, if any), and timelines to be used this school year. Board formally adopts all of these in open session.	8/12	Board & Superintendent
<i>Superintendent reports interim progress on evaluation standards (also goals, if any) to the board. Any specific feedback from board to the superintendent can be done in executive session. (See below.)</i>	9/9, 11/11, 1/13	Superintendent
Develop the Targeted Feedback Survey (TFS) with OSBA consultant. Collaboratively select targeted standards, identify participants for the survey and create timeline for completion. Results of the TFS will be presented by the consultant on 2/24.	12/9	Board, Superintendent & OSBA Consultant
Evaluation documents sent to board/superintendent to be completed and returned to the board secretary (or designee) by 2/17. Results must be compiled by the 2/24 board meeting.	2/10	Board Secretary (or designee)
<i>Superintendent presents their self-evaluation and/or “artifacts of evidence” of performance to the Board. Superintendent exits upon completion.</i> <i>Board review results of the TFS feedback if being used.</i> <i>Board members discuss their individual evaluations and develop the board’s written summative evaluation. (Speak with one voice.)</i>	2/24*	Board & Superintendent
<i>Board members meet to discuss their evaluations and develop the board’s official written summative evaluation document(s) that will be shared with the superintendent. (If needed. Board may have finished on 2/24.)</i>	3/3*	Board (if needed)
Board chair or designee presents draft of the summative evaluation prior to the 3/10 board meeting. Details of the evaluation will be discussed with the whole board at the upcoming executive session. This is a “preview” copy.	3/5	Board Chair (or designee)
<i>Board and superintendent meet to discuss and clarify the summative evaluation document. Superintendent exits executive session.</i> <i>Changes to the evaluation may be made at this time.</i> - Board votes in open session to approve the summative evaluation. - A copy of the final written summative evaluation form is placed in the superintendent’s personnel folder.	3/10	Board & Superintendent
Notify superintendent of contract extension/non-extension (if applicable)	3/15	Board
- Superintendent/board set evaluation goals for upcoming year. (Open session.) - Board/superintendent review the evaluation process (including TFS feedback, if being used), standards, (additional goals, if any) and timelines to be used this school year. Board formally adopts all of these in open session.	4/14	Board & Superintendent
<i>Superintendent reports interim progress on evaluation goals/standards to the board. Any specific evaluative feedback from the board to the superintendent can be done in executive session.</i>	7/??, 10/??, 1/??	Superintendent

Notes: “*” denotes a special meeting. All other meetings are regular meetings. Evaluation meetings may be held in executive session unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i). ***(Executive sessions are denoted above with bold italics and highlighted in yellow.)*** This adopted timeline shall serve as noticed to the superintendent of the pending stated executive sessions within this document.

3. Board - Superintendent Operating Agreement

Board – Superintendent Operating Agreement

Purpose:

The Board of Directors is the educational policymaking body for Eagle Point school district. To effectively meet the system's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

Collaborative Governance:

1. Members of the Board and the Superintendent shall work together as a team; modeling lifelong learning and collaboration.
2. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
3. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the board by individuals and district leadership.
4. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters, unless so authorized by board vote.

Communication Agreements:

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the board to address questions and/or concerns about agenda items.
3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the board-superintendent team as appropriate.

Board Expectations of the Superintendent:

1. Work toward becoming a collaborative team with the board respecting the roles and responsibilities of each party.
2. Inform the board of all critical information including anticipated adverse media coverage or critical external/internal change.
3. Create and/or sustain a district-wide climate of respect and inclusivity among students, staff, parents, and community members.
4. Provide visionary leadership enabling the district to continually improve the educational experiences of students and achieving the goals which have been established.
5. Be visibly present in the schools and participate in community events/organizations to underscore the most important interactions that occur are in the classrooms.

Superintendent's Expectations of the Board:

1. Assistance in gaining acceptance and support in the community.
2. Willingness to abide by its own rules, policies and code of ethical conduct.
3. Careful consideration of each recommendation made by the superintendent.
4. Willingness to study and evaluate educational issues affecting the school district.
5. Integrity of the highest order.

Signatures of Agreement:

Date: _____

_____	_____
_____	_____
_____	_____
_____	_____

4. 2020-2023 Budget Committee Vacancies

Jackson County School District 9
Board of Directors

Date:	<u>8/12/20</u>	Presented By:	<u>Mrs. Lundberg</u>
Subject:	<u>2020-23 Budget Committee Vacancies</u>	Attachment(s)	<u>yes</u>

Information

BACKGROUND INFORMATION:

The Budget Committee positions held by Raquel Garay and Kimberly Brewer expired on June 30, 2020. We sincerely appreciate their interest and time contributed as budget committee members.

[Board Policy DBEA Budget Committee](#) - The action of the Board is to declare two three-year positions and authorize advertising and receiving of applications from the community for Budget Committee members. The appointments will be made at the September 9, 2020 Board Meeting.

Applications are due by August 30, 2020. All eligible candidates will be interviewed by the Board at the September 9, 2020 Work Session.

RECOMMENDATION:

BOARD ACTION REQUIRED

Suggested Resolution: *"I move that the Board declare two three-year positions open and authorize advertising and receiving of applications from the community for Budget Committee members for appointment at the September 9, 2020 Board meeting."*

Eagle Point School District 9 2020-2023 Budget Committee Candidate Application

Dear Applicant:

Eagle Point School District 9 currently has two three-year terms (expires June 30, 2023) open on the Budget Committee.

Applications are due by August 30, 2020. All eligible candidates will be interviewed by the Board at the September 9, 2020 Work Session at 5:00 p.m. in the District Office Staff Development Room. Appointments will be made at the Regular Board meeting immediately following the work session on September 9, 2020.

* Required

Skip to question 1Skip to question 1

1. Last Name *

2. First Name *

3. Address *

4. Email address *

5. Have you worked on any school committees?

6. Occupation *

7. Phone number *

8. Do you have children attending school in District 9? *

Mark only one oval.

- ☐ Yes
- ☐ No Skip to question 1Skip to question 1

9. If yes, which school(s) do they attend?

10. Please list any other community or business activities.

11. Please give a brief explanation as to why you want to serve on the Eagle Point School District 9 Budget Committee. *

12. Please list qualifications you have that will help you as a member of the budget committee. *

13. Signature (Please enter first and last name) *

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Eagle Point School District 9

Code: **DBEA**
Adopted: 11/15/84
Revised/Readopted: 11/14/01
Orig. Code(s): 6101; 6103; 6105

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial program of the district, reviewing the proposed district budget as presented by the superintendent and recommending an annual district budget in keeping with the provisions of applicable state laws.

Educational policy decisions, however, are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease in arriving at a levy figure, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The budget committee consists of five members appointed by the Board plus the elected Board members. To be eligible for appointment, the appointive member must: (1) live and be registered to vote in the district; (2) not be an officer, agent or employee of the district. No budget committee member may receive any type of compensation from the district.

The Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate.

The Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. The Board will appoint persons to fill the vacant positions.

The appointive budget committee members will be appointed for three-year terms. The terms will be staggered so that approximately one-third of the appointive members' terms end each year. If any appointive member is unable to complete the term for which he/she was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action.

The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

The budget committee may request from the superintendent or business manager any information used in the preparation of or for revising the budget document. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee.

After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.710](#)
[ORS 294.305 - 294.565](#)

Cross Reference(s):

BDE - Public Hearings

5. Annual Alternative Education Program Approval

Eagle Point School District 9
Board of Directors

Date: 8/12/20 Presented By: Mr. Swearingen
Subject: Alternative Education Program Attachment(s): no
Approval

Information

BACKGROUND INFORMATION:

[Board Policy IGBHA](#) Alternative Education Programs states: The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program. A list of alternative education programs will be approved by the Board annually.”

The Upper Rogue Center for Educational Opportunities (URCEO) serves as the District’s only alternative education program.

RECOMMENDATION:

The administration is recommending a grade change for URCEO to be designated a K-12 program to serve as the new Virtual Learning option.

BOARD ACTION REQUIRED

Suggested Resolution: *“I move the Board approve the Upper Rogue Center for Education Opportunities to serve as Eagle Point School District 9’s Alternative Education Program to include grades K-12 for the 2020-21 school year.”*

6. 20-21 Revised School Year Calendar

Eagle Point School District 9
Bargaining Unit Employee Calendar 2020-21*

draft revision 8/12/2020

 Paid Holiday - All Employees=6
 Paid Holiday (12 mo only)=3
 Paid Holiday- Classified only=2

 Pupil Contact Days =176
 Parent Conf=5 (No School)

 End of 9 weeks=4
 In-service/Teacher Work
 New Teacher Inservice Da

2020

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

AUG						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPT						
S	M	T	W	T	F	S
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30			

student contact days 0

student contact days

OCT						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

student contact days 21

NOV						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

student contact days 17

DEC						
S	M	T	W	T	F	S
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30	31		

student contact days

2021

JAN						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

student contact days 18

FEB						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

student contact days 19

MAR						
S	M	T	W	T	F	S
	1	2	3	4	5	
7	8	9	10	11	12	
14	15	16	17	18	19	
21	22	23	24	25	26	
28	29	30	31			

student contact days

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

student contact days 21

MAY						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

student contact days 20

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30			

student contact days

*Calendar provides all students at each grade level with the minimum number of instructional hours as defined in ORS 581-22-2320
See page 2 for more information

Total Student Contact Days
Teacher Contract Days
New Teacher Inservice 8/28
New Teacher Contract Days

Eagle Point School District 9
Bargaining Unit Employee Calendar 2020-21*

draft revision 8/12/2020

July 4, 2020	July 4 Holiday (12 month employees only)
August 28, 2020	New Teacher In-Service Day
August 31-Sept 3 , 2020	All Teacher In-Service Days
September 4, 2020	Non-Contract Day - Certified only
September 7, 2020	Labor Day-Paid Holiday (limited to employees who work the nearest workday for that position prior to and following Labor Day)
September 14, 2020	First day of school - All Students
October 9, 2020	State Wide In-Service (Non-Contract Day)
November 5, 2020	End of 1st 9 weeks
November 6, 2020	Teacher Work Day
November 11, 2020	Veterans' Day-Paid Holiday all employees
November 23-25, 2020	Parent Conferences
November 26-27, 2020	Thanksgiving & Day Following-Paid Holiday all employees
Dec 21, 2020-Jan 1, 2021	Holiday Break
December 25, 2020	Christmas Day Holiday
January 1, 2021	New Year's Day Holiday
January 4, 2021	SCHOOL RESUMES
January 18, 2021	Martin Luther King Jr. Day
January 21, 2021	End of 1st Semester
January 22, 2021	Teacher Work Day
February 15, 2021	Presidents' Day-Paid Holiday all employees
March 17 (pm only) 18, 19	Parent Conferences
March 22-26, 2021	Spring Break
April 8, 2021	End of 3rd 9 weeks
April 9, 2021	Teacher Work Day
May 31, 2021	Memorial Day--Paid Holiday all employees
June 8, 2021	Last Day for Seniors
June 11, 2021	E.P.H.S. Graduation 7:30 p.m.
June 15, 2021	LAST DAY FOR STUDENTS (End of 2nd semester)
June 16, 2021	Teacher Work Day

Eagle Point School District 9
Bargaining Unit Employee Calendar 2020-21*

draft revision 8/12/2020

Day=8

y=1

21
S
5
12
19
26

17

14
S
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12
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27

18

12
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12
19
26

11

176

190

1

191

st

D. School Board Position #3 Vacancy



August 12, 2020

Dear Applicant:

Thank you for your interest in serving on the Eagle Point School District 9 School Board. To make our selection as carefully and objectively as possible, we appreciate your completing the electronic application.

All eligible candidates will be interviewed by the Board **at a time to be determined**, with appointments being made at the Board Meeting on September 9, 2020.

The adopted Board Calendar for 20/21 is enclosed.

If you have any questions about serving on the School Board, time requirements, and responsibility, please contact me at 541-538-2187 or any board member. Email addresses are available on the District website at www.eaglepnt.k12.or.us.

Your interest in Eagle Point School District 9 is greatly appreciated.

Sincerely,

Nita Lundberg
Board Chair
Eagle Point School District 9 Board of Directors

Eagle Point School District 9 Application for School Board Position #3

Dear Applicant:

Eagle Point School District 9 currently has one four-year term (expires June 30, 2021) open on the School Board.

Applications are due by September 1, 2020 by 5:00 p.m. All eligible candidates will be interviewed by the Board. The appointment will be made at the Regular Board meeting on September 9, 2020.

*** Required**

Skip to question 1

1. Last Name *

2. First Name *

3. Address *

4. Email address *

5. Have you worked on any school committees?

6. Occupation *

7. Phone number *

8. Do you have children attending school in District 9? *

Mark only one oval.

☐ Yes

☐ No

9. If yes, which school(s) do they attend?

10. Please list any other community or business activities.

11. Please give a brief explanation as to why you want to serve on the Eagle Point School District 9 School Board. (Please limit your response to 150 words or less) *

12. Signature (Please enter first and last name) *

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August 13, 2020

Public Notice

Eagle Point School District 9 has Position #3 open on the School Board. The terms of this position expire June 30, 2021. Electronic applications are available on our website eaglepnt.k12.or.us or by emailing morgans@eaglepnt.k12.or.us. Completed applications are due by Tuesday, September 1, 2020 at 5:00p.m.

Eagle Point School District 9

Code: **BBE**
Adopted: 11/15/84
Revised/Readopted: 11/14/01
Orig. Code(s): 1200-1202; 1204

Vacancies on the Board

Vacancies shall be filled through Board appointment.

The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment.

Board elections are held every odd-numbered year which for the purposes of this policy are termed “election” years. The appointee:

1. Will serve until June 30 following the next “election,” at which time the individual elected in March of that year will fill the remaining portion of an unexpired term or serve a full four-year term; or
2. Will serve until June 30 of a subsequent “election” year if the vacancy occurs after the filing date in an “election” year.

A Board member so elected will serve the remaining years of the term of office of the Board member being replaced.

Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.

If the offices of a majority of the Board are vacant at the same time the Directors of the Jackson Education Service District shall appoint persons to fill the vacancies from qualified school district voters.

END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)
[ORS 255.245](#)
[ORS 255.335](#)
[ORS 332.030](#)
[ORS 332.122](#)
[ORS 332.124](#)

Cross Reference(s):

BBB/BBBA - Board Elections
BBC - Board Member Resignation

Eagle Point School District 9

Code: **BBC**
Adopted: 11/15/84
Revised/Readopted: 11/14/01
Orig. Code(s): 1205

Board Member Resignation

Board members resigning their positions should present such resignation in writing to the Board chairman or superintendent at the earliest possible date so that the Board may plan for the continuity of Board business.

The Board will determine the procedures to be used in filling the vacancy. The Board may begin a replacement process and select a successor prior to the effective date of resignation. However, the actual appointment shall not be made before the resignation date.

END OF POLICY

Legal Reference(s):

[ORS 236.325](#)
[ORS 332.030](#)

Cross Reference(s):

BBE - Vacancies on the Board

- 8. Future Board Meeting Agenda Items
 - A. Set a date for the Board Member Position #3 Interviews
 - B. Work Session
 - 1. Interview Budget Committee Applicants
 - 2. New Board Policy Consideration - Naming Facilities

OSBA Model Sample Policy

Code: FF
Adopted:

Naming Facilities (Version 1)

A district facility [will] be named by location whenever possible. A district facility may be named for an individual person who has been outstanding in educational endeavors or who has worked to improve schools and educational programs in the community and/or in the state. Such a person must be retired from active participation in educational activities.

A name may be presented by petition, by chosen committees or by other representative groups in the area. The Board has the final decision in naming a district facility.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

OSBA Model Sample Policy

Code: FF
Adopted:

Naming Facilities (Version 2)

The general policy is to name a district facility for a person who has attained prominence locally and nationally, or in the fields of education, science, art, statesmanship, political science or military achievement; early pioneers of [] County, or the state of Oregon; or after the name of the geographic area which it serves.

The general procedure for selecting a name for a district facility shall be as follows:

1. The Board shall appoint a committee of two patrons from the immediate community served by the particular school; one representative from the teachers' group, one representative from the classified employees' group, one Board member and one student;
2. The appointed committee will seek community input for name proposals and present a list of three to five names to the superintendent, who will forward them to the Board;
3. The Board shall then make the final name selection from the list the committee submitted.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)



Naming New Facilities and Dedicating Areas of School Facilities or Grounds

The purpose of this policy is to provide guidelines and procedures for naming school facilities, selecting school colors and mascots and/or dedicating areas of school facilities or grounds belonging to the district.

Naming New School Facilities

1. It is the prerogative and responsibility of the Board to name new schools. In preparation for Board action, the superintendent will solicit community volunteers and appoint a community chair to organize a community team to solicit names. A naming committee made up of community members will be formed to gather input from the community. This committee should have a minimum of five people and no more than fifteen. This group should be as diverse as possible to represent all communities within the district. When possible, a student representative of those who will be attending the new school should be included.
2. The community chair shall work with the superintendent or designee to establish a timeline to elicit community preferences, create a master list of submitted names to be considered, and to establish procedures for reviewing community input.
3. The community chair shall provide weekly executive summaries to the superintendent or designee regarding process/coordination matters. The superintendent or designee will ensure the community chair is facilitated appropriately with administrative and communications support.
4. The following process and guidelines will be used to conduct naming committee input, meetings and to determine a community recommendation.
 - a. Any name submissions (before the naming committee is formally created) will be retained on a master list, and is the responsibility of the district to maintain and forward to the community chair.
 - b. It is the joint responsibility of the Board chair and the superintendent or designee to schedule and announce the dates to receive community input and to ensure timely action of the naming committee recommendations.
5. The timetable for the process of naming a new school facility shall be as follows:
 - a. The process begins when the superintendent/designee appoints a community chairperson to organize a naming committee to solicit names.
 - b. The appointed community chair, the new principal (if known), and the naming committee will solicit recommendations through varied media outreach and communication channels. Recommendations from individual students, school staff members and all community members are strongly invited. In support of the naming chair, the district will provide a

- district email address, phone line and administrative support to be a consolidated point for collection of all submissions.
- c. All media and technological avenues are to be pursued to maximize submission opportunities. Meetings are open to the general public.
 - d. Time will be allocated at the beginning of naming committee meetings for name suggestions, presentations, questions and audience discussion.
 - e. Similar name suggestions will be reviewed with participants prior to the committee vote to determine if they can be consolidated into one name. Suggested names may not be consolidated after a vote takes place.
 - f. After all submissions have been received, the master list will be reviewed for adherence to name criteria as set forth in Section 6 of this policy.
6. The Board may, from time to time, change or add to established criteria or appropriate categories for names that will be considered for new school facilities. Current criteria to be use in making recommendations is as follows:
- a. If the facility or site is to be named after a person, that person must be of exemplary character, have outstanding contributions to education, humanity or the community, or must have displayed outstanding leadership or be a person of historical significance.
 - b. A preference is for names reflecting geographic and/or historical uniqueness or features of an area. Submission of commercially adopted subdivision names is strongly discouraged.
 - c. The avoidance of names that could cause confusion with other schools in Deschutes County and/or with schools in adjoining jurisdictions, and other areas of Oregon.
 - d. If feasible, consistency with other school names at the elementary, middle or high school level, can be considered as appropriate.
7. The naming committee, led by the community chair, will then debate the merits of all submitted names IAW Section 6. They will select ten semi-finalist names based on these criteria.
- a. The 10 semi-finalist names will then be forwarded to the superintendent who will be responsible for communicating these to the community at large for input. The superintendent or designee will provide at least one public hearing for community discussion. (District's website will allow electronic feedback opportunities for a minimum of 10 days)
 - b. The superintendent or designee will then forward this documentation to the naming committee chair for action.
 - c. The naming committee, led by the chair, will then review all public input and feedback. Additionally, the committee will research each name and adhere to the criteria stated in Section 6. When this work is completed, the committee will take a final vote to reduce the 10 semi-finalist names to select the top three in ranked order.
 - (1) Designated committee members are the only ones authorized for final voting. Each committee member will be allowed one vote for his/her top three choices. Each designated committee member will be allowed one vote for the first, one vote for the second, and one vote for the third choice names.
8. Based on the committee vote, the community chairperson will formulate a recommendation consisting of a minimum of the top three most popular choices, in ranked order, according to both

the naming committee input, and criteria set forth in Section 6 of this policy. The community chair shall then present the recommendation to the Board for consideration and action.

- a. The community chair shall then present the recommendation to the Board for consideration and action.
- b. The Board makes decision at public school board meeting

Selecting School Colors and Mascots

1. Selection of school colors and mascot would occur in concert with the naming process, with a final decision being made after the naming process has been completed. The school colors and mascot committee would be largely student-driven with guidance from the community chair, high school athletic director and a staff representative appointed by the superintendent. Parameters for the process will include:
 - a. One 6th, 7th and 8th grade student from each middle school program;
 - b. Two 9th, 10th, 11th and 12th grade students from each high school;
 - c. As new schools are built, student-led composition may be redirected as appropriate.
2. The Colors/Mascot Committee will research all relevant information (colors and mascots already in use in both region and state), generate objectives for colors and mascot consistent with community values and culture (e.g., past, present and future), and to generate lists of possible colors and mascots that meet stated criteria.
3. The Colors/Mascot committee will solicit community input and feedback on ideas, and narrow the selection to 10 semi finalist options, then three finalist options, similar in process described in Sections 7 above.
4. Time permitting, mock ups of finalist colors and mascots will be created and presented by student representatives. Final selection of the mascot and colors will be based on the vote of the student committee described above, with final approval given by the superintendent.

Renaming Facilities

1. The Board may rename a facility for a variety of reasons, including its use for a new purpose or the desire to recognize an individual's contributions to the district. Recommendations from staff members and/or community members may be forwarded to the chairman of the Board, in written form, at any time. The deadline for submitting such written recommendations shall be a minimum of three weeks prior to the date scheduled for Board action on the renaming of the facility.
2. Recommendations for renaming should consider the new use of the facility, how it might be necessary to compliment a new yet unopened facility, and/or the possibility of honoring a specific individual who is no longer an active employee and who has contributed greatly to the effectiveness of the school system.
3. Staff members shall inform the local community of the proposed change of facility use and/or name and provide adequate time for comments.

4. The final action of the Board shall be in the form of a resolution renaming the facility.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Three Rivers School District

8550 New Hope Rd • PO Box 160 • Murphy, OR 97533

Policy: FF
Adopted: 3/20/06

NAMING OF DISTRICT FACILITIES

The Board makes the final decision in naming or renaming all school facilities or portions of facilities. Consideration may be given to geographic location, historic events, or to local, state, national or international citizens who have made a significant contribution to humanity. Such persons may be living or honored posthumously, but may not be staff members of the District at the time the honor is bestowed.

The general procedure for selecting a name for a portion of or an entire facility, or renaming a facility, is as follows:

1. Nominations for names from the community and/or staff shall be on a request form provided by the District and transmitted to the Board. The form shall include a written statement by the nominators giving the reasons for the request.
2. The committee may nominate additional names for consideration when it is appropriate. The committee will publicize the request to name or rename a facility to the District's patrons
3. Upon receipt of a nomination, the Board will appoint an advisory committee, consisting of seven members, to consider such a request. Membership will include members of the general community, and may include teachers, students and administrators. A District Office administrator will serve as the chairperson of the committee.
4. The advisory committee's recommendation will include the reason for the acceptance or rejection of the request. If the committee supports the request, District Office staff will forecast the costs associated with the proposed renaming.
5. The committee will contact all individuals, or, if deceased, their immediate families, for approval (in writing) prior to any name being taken to the Board for final consideration.
6. This committee will then take its recommendation the Board for a final decision.
7. The Board shall then make the final selection of the name from the name(s) submitted by the committee, direct the committee to reconsider their recommendations and submit a revised list, or make a selection of its own choice.

END OF POLICY

Legal Reference(s):

ORS 332.107

REQUEST FOR NAMING OR RENAMING FACILITIES

Requested by: _____
(Name of individual or group)

Name of Contact Person: _____

Address: _____

Date of Request: _____ Phone Number: _____

Facility or Portion of Facility Involved: (Please be specific; i.e. library
at Hidden Valley High School)

Proposed Name: _____

Detailed Reason for Request: (Continue on back of form) _____

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ADVISORY COMMITTEE ACTION

Committee Members: _____

_____ Chairperson: _____
(District Office Administrator)

Meeting Date: _____

Date/Method of Publicizing Information to Community: _____

Nomination of Additional Names (if applicable): _____

Recommendation to Board: _____

Reasons for Recommendation: _____

Associated Costs: _____

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BOARD ACTION

Action Taken: _____ 359 _____ Date: _____

Hood River County School District

Code: **FF**
Adopted: 1/13/93
Readopted: 1/08/14; 6/14/17
Orig. Code(s): 5410

Naming New Facilities

District facilities shall be named according to geographic location whenever possible. However, schools and school facilities (i.e. fields, tennis courts, buildings) may be named for individuals who have been outstanding in educational endeavors; or who have furthered the use for better schools and educational programs in the community and/or in Oregon; or who have attained other prominence either locally or nationally. Schools and school facilities may be named for other locations, objects of significance and other unspecified items.

In cases where schools and school facilities are to be named for individuals, such persons shall be retired from active participation in educational activities for five years, or deceased for one year.

A school or school facility may be considered to be so named if:

1. A petition bearing the signatures of community members and staff totaling 50 percent of the student population of the school is presented to the Board; or
2. A Board member moves to have a school facility considered to be so named. Four affirmative votes by board members will cause the request to be considered by an ad hoc committee of the school community.

The superintendent shall then establish an ad hoc committee representing the school community involved, which shall then consider whether the proposed name meets the policy requirements and standards of the community for naming of facilities. The committee shall be made up of at least three community representatives, the superintendent or designee, and three other staff members.

An affirmative recommendation from the ad hoc committee is required in order for the Board to act in such matters.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

C. Regular Meeting

1. Appoint Budget Committee Members
 2. Appoint Board Director Position #3
 3. Annual ELL Report 18-19
9. Adjournment