AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, July 30, 2020, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

SOCIAL DISTANCING IS ESSENTIAL IN REDUCING THE SPREAD OF THE COVID-19 PANDEMIC.

Oregon law allows public meetings to be held entirely online; therefore, we will NOT have seating available at the meeting site.   If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?   A recording of the meeting will also be posted to that channel.

I.   **CALL TO ORDER AND ROLL CALL (6:30 p.m.)**

II.   **PLEDGE OF ALLEGIANCE**

III.   **UPDATED INFORMATION ON START OF SCHOOL**
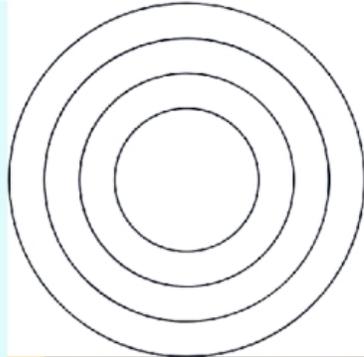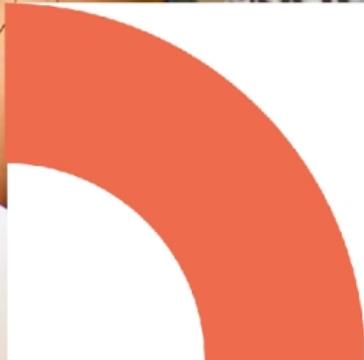
Superintendent's Educational Update

July 30, 2020

We are in this together

We must ask ourselves, what do we want to get out of this? We have the choice to choose whether to go through this uncertain time with an open heart, receiving others with compassion and grace, or we can isolate ourselves in fear.

Our world can be changed for better or for worse because people are suffering. The economy is uncertain and appears shattered. People are losing loved ones to a virus that is affecting the entire world.

This is hard for every single one of us. But this isn't all bad. It's an opportunity for change in our schools, our family lives, and our planet. We have a chance to try something different, and we should take advantage of that. We must remember that we are all in this together....

Opening paragraphs of a collaborative class essay by Rebekah Schneiter's 7th grade, 3rd period Language Arts class at LPMS.

Planning & Outreach

May 22   Rapid Development Teams formed
May 28   Message to families with a survey of return to school safety concerns

June 10   ODE Releases Ready Schools, Safe Learners Version 1.0
June 18   Message to families announcing Hybrid and Corvallis Online options
June 24   Governor Brown releases Executive Order 20-29 (reopening schools)
June 24   Return to Work Survey Sent to District Staff
June 26   Student Attendance Options for 2020-21 online form sent to all families

July 17   Message to families with reminder of Hybrid and Corvallis Online options
July 22   ODE Releases Updates - masks for 5+ year olds and cohort criteria
July 23   District leadership meeting with Benton County Health Dept.
July 30   Operational Blueprint for Reopening Schools (1st read)

August 6 Operational Blueprint (2nd read, finalized)
August 7 Operational Blueprint shared with families
August 11 ODE updates with emphasis on students experiencing disability
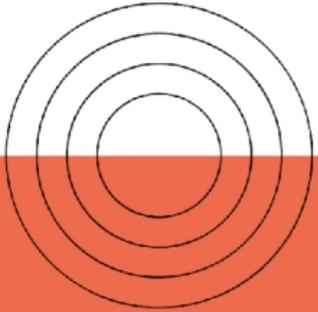
September 9 First day of school
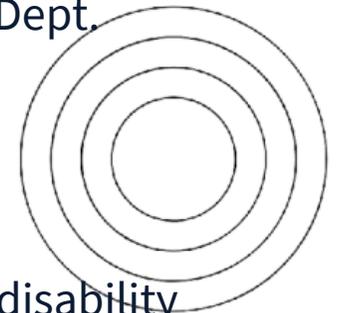
Rapid Development Teams

Health and Safety
Racial Equity
Social-Emotional/Mental Health
Summer Programming
Educational Delivery
Budgeting and Finance
Workforce
Operations

Health and Safety

Melissa Harder
Assistant Superintendent

Perspective

Planning included staff from multiple departments, District Nurses, Health Room Assistants, and BCHD.

Safety Standards

Planning includes baseline health and safety procedures within buildings and previous disease management planning and modified in response to COVID-19.

Flexibility

Our procedures and processes will be adapted and revised as needed per local conditions and ODE and OHA guidance.

Racial Equity

Marcianne Koetje Rivero
Equity Coordinator

- Focus on elevating historically marginalized students and families.

- Focus on shifting teacher practice (CRT) (culturally responsive teaching)

- Focus on authentic connections w/BIPOC (Black, Indigenous, and People of Color) students, families and staff

Social-Emotional and Mental Health

Joe Leykam Alexander
Mental Health Coordinator

Sabrina
Special Education Coordinator

- The work of this team serves to elevate the voice of marginalized students and families.

- We are seeing increased levels of stress and trauma for families experiencing marginalization prior .

- We are focused on improving grading practices based on attendance/compliance, inconsistent practices between buildings, and ensuring that all communications at all levels comes in the family's language of origin.

Childcare Update

Joe Leykam
Mental Health Coordinator

- CSD staff have been working with local and regional partners to investigate providing expanded childcare services in our community.

- After an exhaustive exploration of the district's facility and staffing capacity to offer childcare, we have determined that we do not have the additional resources required to provide staff or community-based child care services.

- Our focus must be on educating students and supporting their social and emotional needs.

Summer Programming

Rynda Gregory
Teaching and Learning Coordinator

- Care and Connection with a focus on basic needs and mental health for 200+ families

- Corvallis Public Schools Foundation supported a reallocation of their summer program grants and provided additional funds

- Collaboration with the CSD Welcome Center through a referral process

Educational Delivery

Amy Lesan – Elementary Teaching and Learning Coordinator
Nikki McFarland – Secondary Teaching and Learning Coordinator

- Create a model for a hybrid learning environment that keeps our most marginalized students at the center.

- Reimagine teaching, learning, and assessment in a virtual environment as to accelerate student learning rather than remediate.

- Develop systems that continue to maintain care and connection.

- Align our work to Core Values and School Board Goals.

Hybrid Model

2 days in person (or synchronous)
Focus on care, connection and community building and be culturally relevant and responsive to the ways power, privilege and voice influence the community of learners.

Predictable schedule of in-person or synchronous time is coupled with skill building and launching interdisciplinary projects that require each learner to investigate and go deeper.

3 days virtual Project-Based Learning
Create at home learning experiences that are relevant and connected to the real world.

Develop projects that give students an opportunity to have voice and choice in their demonstration of learning and personal growth. Through projects, foster collaboration, interdependence and community among students and teachers.

Corvallis Online

Byron Bethards - Elementary Coordinator
Mark Henderson - Secondary Coordinator

ELEMENTARY SCHOOL

Students in grades K-5 will access the Florida Virtual School Curriculum taught by Corvallis teachers through Canvas.

Curriculum is aligned to national standards and highly interactive with both synchronous and asynchronous learning options.

Program utilizes a flexible model and offers students a curriculum that includes Language Arts, Social Studies, Math, Science, and special subjects such as P.E. and Art.

MIDDLE AND HIGH SCHOOL

Students in grades 6-12 will access the Apex Learning Curriculum taught by Corvallis teachers through Canvas.

Curriculum is aligned to national standards, highly interactive, responsive to all student needs, and will be primarily asynchronous learning.

Students will access learning materials online through the Apex website.

Budgeting and Finance

Olivia Meyers Buch
Director of Finance and Operations

- CARES Act Emergency Relief Funds

- State Revenue Shortfall

- Rebalancing the Budget
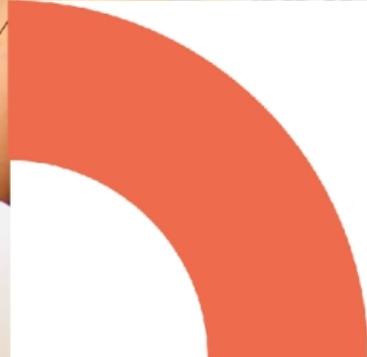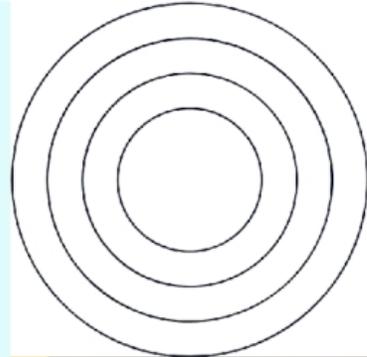
Workforce

Jennifer Duvall
Director of Human Resources

- Return to work survey sent to all staff in June

- Discussing staffing numbers and plans

- Many working conditions identified need to be bargained and are currently happening during negotiations

Operations

Kim Patten
Director of Facilities and Transportation

- Cleaning Protocols
- Personal Protective Equipment
- Screening Stations
- Health & Safety Stations
- Signage
- Student Transportation

Key "WE" Messages

**Ryan Noss
Superintendent**
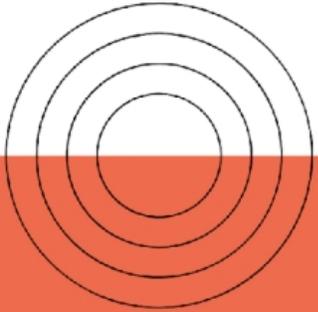
2 Options for Families

Hybrid Model (starting remotely for at least the first six week

Safety Standards

Planning includes baseline health and safety procedures within buildings and previous disease management planning and modified in response to COVID-19.

Flexibility

Our procedures and processes will be adapted and revised as needed per local conditions and ODE and OHA guidance.

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: July 30, 2020   **NO ACTION REQUESTED**

Operational Blueprint for Re-Entry 2020-21

Applicable Policies
EBC/EBCA **- Emergency Procedures and Disaster Plans**
JHCC **- Communicable Diseases** - Student
JHCC-AR **- Communicable Diseases** - Students
GBEB **- Communicable Disease** - Staff
GBEB-AR **- Communicable Diseases** – Staff

Background
Utilizing the Ready Schools, Safe Learners guidance (VERSION 2.7.2 released JULY 22, 2020), the District has completed its Operational Blueprint for Reentry. Rapid Development Teams began this work in June and the work has continued through the summer.

In addition to the Health and Safety Sections (1-3), the Blueprint includes specific requirements and recommendations for Equity, Instruction, Family and Community Engagement, Mental-Social-Emotional Health, and Staffing-Personnel. These sections do not appear in detail in the Operational Blueprint so responses have been prepared to address these sections in a separate document titled: Operational Blueprint - Assurances.

Building Administrators met in July to review the District Operational Blueprint and to work on site specific addendums to address staggered schedules in light of physical distancing and cohort requirements, staffing, and isolation spaces. These addendums appear at the end of Blueprint by location. See: School Screening and Cohort Planning Addendums.

Next Steps
After review by the Board at the present meeting, the Operational Blueprint will be submitted to the Benton County Health Department for review. The Blueprint will return to the Board on August 6, 2020 for a second review to include any recommended changes. Following the August 6 meeting, the Blueprint will be posted to the District website and will be submitted to ODE for its final approval.

Involvement
District staff: District Leadership Team

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DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Corvallis Public Schools – CSD 509J
Key Contact Person for this Plan	Ryan Noss, District Superintendent
Phone Number of this Person	541-757-5841
Email Address of this Person	ryan.noss@corvallis.k12.or.us
Sectors and position titles of those who informed the plan	Rapid Development Team Leads: ● Educational Delivery - Amy Lesan, Elementary Teaching and Learning Coordinator; Nikki McFarland, Secondary Schools Teaching and Learning Coordinator and Gil Anspacher, Technology Services Director ● Budgeting and Finance - Olivia Meyers-Buch, Finance Director ● Social-Emotional and Mental Health Specialists - Sabrina Alexander, Special Education Coordinator ● Workforce - Jennifer Duvall, Director of Human Services ● Equity - Marcianne Koetje, Equity and ELL Coordinator ● Health and Safety - Melissa Harder, Assistant Superintendent and Rynda Gregory, Secondary Schools Teaching and Learning Coordinator ● Communications - Brenda Downum, Communications Coordinator
Local public health office(s) or officers(s)	Benton County Health Department (BCHD)

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

	Benton County: Paula Felipe, Program Assistant Email: Paula.Felipe@co.benton.or.us Phone: 541-766- 6766
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	District Office - Jennifer Schroeder - jennifer.schroeder@corvallis.k12.or.us Adams - Peter Henning - peter.henning@corvallis.k12.or.us Franklin - Craig Harlow - craig.harlow@corvallis.k12.or.us Garfield - Leigh Santy - leigh.santy@corvallis.k12.or.us Hoover - Anna Marie Gosser - annamarie.gosser@corvallis.k12.or.us Jefferson - Beth Martin - beth.martin@corvallis.k12.or.us Lincoln - Aaron Hale - aaron.hale@corvallis.k12.or.us Mt. View - Byron Bethards - byron.bethards@corvallis.k12.or.us Wilson - Eric Beasley - eric.beasley@corvallis.k12.or.us Cheldelin - Jon Strowbridge - jon.strowbridge@corvallis.k12.or.us Linus Pauling - Alicia Ward-Satey - alicia.ward-satey@corvallis.k12.or.us Corvallis High School - Paul Navara - paul.navara@corvallis.k12.or.us Crescent Valley - Mark Henderson - mark.henderson@corvalis.k12.or.us College Hill - Eric Wright - eric.wright@corvallis.k12.or.us
Intended Effective Dates for this Plan	September 9, 2020 - Until Revised (Per Guidance Ready Schools, Safe Learners 6/10/2020: Schools may iterate and improve the blueprint during the school year. Review the Operational Blueprint for Reentry will occur regularly, at least monthly. Reviews will include information gathered through local real-time efforts along with changes in this guidance as it is updated with new versions.)
ESD Region	Linn Benton Lincoln

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.

> We are committed to providing a quality education that meets the needs of our students across a wide spectrum of cultural and linguistic differences, learning styles, and abilities. We have provided regular communications in English and Spanish to District families via email, phone calls, and on the district website and social media channels since the onset of the COVID-19 pandemic and have shared our county health department messages. In June, we established nine Rapid Development Teams to review guidance and thoughtfully plan for reentry. These teams include members with equity training to ensure that equity is at the forefront of our planning. Their continued work will serve critical to inform our response plans, especially if local conditions do not permit a full return to school for all in September. Families had two opportunities to provide feedback via online surveys. In the second campaign, traditionally marginalized families were contacted individually to increase and ensure equitable representation in our survey results. Both campaigns were provided in English and Spanish and results were interpreted by isolating demographic information including race, special needs, and language spoken at home. Students, staff, and families have also provided individual feedback and input via email.

3. Indicate which instructional model will be used.

   Select One:

   ☐ **On-Site Learning**   X **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 3-15 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 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.
N/A

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

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.
N/A

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.	**Limit Spread** ● CSD will work with our Local Public Health Authority (Benton County Health Department) to ensure we are able to effectively respond to and control outbreaks through sharing of information. 　○ District will utilize a combination of small group cohorting models (where possible) and physical distancing/staggered physical attendance models to mitigate transmission of COVID-19.
☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	**Communicable Disease Management Plan** ● The District Safety Committee has reviewed and updated the Communicable Disease Management Plan. ● Specific information about the prevention and spread of COVID-19 is contained in this Operational Blueprint.

☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	**Designated Site Officer** ● A Building Administrator at each school shall be designated as the local Health and Safety Officer - See School/District/Program Information Above - for names and contacts.
☐ 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.	**Names of Supporting Staff** ● Benton County Health Department - Paula Felipe, Program Assistant Benton County Health Department. ● Corvallis School District Nurse Team - Emily Muravez, RN; Jennifer Coppock, RN; Mindy Hund, RN; Patricia Pokrzywa, RN.
☐ Process and procedures to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.	**Training** ● Training for all District staff and Contracted Service Agents of the District will occur in August prior to the return of students. ● Staff will access the Safe Schools COVID-19 module. ● Staff will complete an online module for specific CSD related protocols.

☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	**Protocol to Notify Benton County Health**
	● Flowchart
	● The Building Administrator will message parents/guardians with the reporting plan and information of the importance of notifying the school immediately of a positive COVID-19 identification.
	● The Building Administrator will inform all staff and contractors of the importance of notifying the Administrator or the Administrative Designee in the event of a positive COVID-19 test result.
	● When a Building Administrator is made aware of a positive result(s), they will immediately contact the District Representative:
	  ○ CSD Nurse: Patricia Pokrzywa, RN Email: patricia.pokrzywa@corvallis.k12.or.us Phone: 541-757-3854.
	● Upon report from a building, the District Representative will report to the appropriate County Health Contact:
	  ○ Benton County: Paula Felipe, Program Assistant Email: Paula.Felipe@co.benton.or.us Phone: 541-766- 6766.

☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	**Systematic Disinfection** ● A cleaning matrix identifying task, procedure for each task, frequency, and responsible person has been developed and will be implemented at all school. ● For cleaning and sanitization, reference the COVID Cleaning Responsibilities Matrix - Facilities and Maintenance.
☐ Process to report to the LPHA any cluster of any illness among staff or students.	**Reporting Cluster of Illness** ● The Building Administrator shall report any cases of COVID-19 symptoms among students or staff to the District Representative. ● The District Representative will report to Benton County Health.
☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	**Protocol to Cooperate with Benton County Health** ● The District Representative will cooperate with the Benton County Representative to provide requested information in a timely manner and to follow any necessary recommendations.
☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	

☐ Protocol to isolate any ill or exposed persons from physical contact with others.	**Protocol for Screening Students and Staff** ● - See Section 1F Below -
☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	**Protocol for Isolation** ● - See Section 1I Below - **Protocol for Communication of Potential COVID Case** ● - See Section 1E Below -
☐ 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. ● 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.	**Contact Tracing Logs – System** ● Teachers will record attendance for every student, present or absent. LBL ESD will set up two "present" codes in all schools--one for "Present in Class" and the other for "Online Contact." ● Student/parent/guardian information is maintained by our student information system (SIS). ● Staff contact information is stored within our business information system (IV) and referenced in contact logs by staff ID.
☐ Required components of individual daily student/cohort logs include: ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	● Attendance logs are stored within the SIS indefinitely. ● Contact logs for areas outside of scheduled classes (all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) will be maintained in paper form and/or spreadsheet documents. ● The district is researching available and in-development systems for contact logging and tracing in the K12 environment. Plans for contact logs and tracing will be updated with further developments.
☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	**Record Keeping** ● Contact Tracing Logs will be maintained for a minimum of four weeks and made available to Benton County Health department as needed.
☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	**Process to Report and Consult** ● Building Administrators shall report any cases of confirmed COVID-19 with students or staff to the District Representative. ● The District Representative will report to Benton County Health. ● The District Representative will cooperate with the Benton County Representative to provide requested information in a timely manner and to follow any necessary recommendations.
☐ 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 for Itinerant Staff** ● Staff who travel between buildings will be required to check in with the main office for self screening, health attestation and entry into the contract tracing system for that building.
☐ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	**Protocol to respond to outbreaks** ● - See 3B Below -

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.	**Serving Students** ● The District attendance schedules will allow for inclusion of students in high risk populations if they choose to come to school.

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 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:
    - US 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,

Medically Fragile, Complex and Nursing-Dependent Students

- The District will account for students who have health conditions that require additional nursing services.
- This will be the charge of the District Nursing Team.
- Medical protocols of students that require additional nursing services will be reviewed by a District Nurse and updated as needed as well as reviewed with school staff prior to the start of the school year.

Interdisciplinary Teams ensure all students are served

- IEP, 504 and Student Support Teams will plan for the participation of students in high-risk populations in the hybrid model.
- Building teams will communicate with parents/guardians and health care providers to determine return to school status and current needs of the student.
- Building teams will modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- IEP, 504 and Student Support Teams must ensure that students are not excluded or placed into staggered schedule groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc).
    - Staggered schedule group membership will be driven by "lives with" data available in the Student Information System (SIS) to increase opportunities for multi-level students living in the same household to be on the same attendance schedule.

outlines authority and responsibilities for school exclusion.	

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.	**Capacity** ● The District Facilities team will measure square footage of all classrooms in the school district according to guidelines listed. ● The District Facilities team will determine the capacity of each classroom. ● This information will be shared with each Building Administrator and will be available through the District Facilities Office.
☐ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.	**Physical Distancing** ● The District will modify schedules and the educational delivery model to support physical distancing. ● The District will ensure adequate supplies to minimize sharing of high touch materials to the extent possible. ● Building Administrators will designate equipment solely for the use of a single group, sanitization between uses will occur, - See Section 2J Below - for procedures. ● Teachers will plan activities and instruction that do not require close physical contact between multiple students. ● Teachers will ensure that students are never excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how schools operate. ● Teachers will ensure that each student's belongings are separated from others' and in individually labeled containers, cubbies or areas. ● Students will be instructed to avoid item sharing.
☐ 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.	**Lining Up** ● Students will walk outside whenever possible . ● The District Facilities team will label directions in paths of travel. ● The District Facilities team will mark 6 foot distances where individuals may reasonably expected to line-up. ● Teachers will ensure social distancing during drills.
☐ 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)	**Schedule Modifications** ● Schedules and number of students in buildings will be based on the square footage calculations and the educational delivery model.
☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	**Additional Student Supports** ● Teachers and Building Administrators will ensure that students are not punished for being unable to maintain physical distancing or face covering requirements. ● Teachers and Building Administrators will follow guidelines and protocols created by our social-emotional and mental health team to ensure that the District equitably serves all students.
☐ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	**Physical Distancing for Staff** ● Capacity for any in-person meeting, conference, training or professional development will be based on capacity calculations of 35 square feet per person as outlined above for the designated space. ● CSD will prioritize web-based meeting venues when appropriate.

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.
	Establish Stable Cohorts
	    ● A stable cohort shall meet the following requirements:
	        ○ No more than 15 total individuals (students and primary instructional staff/aides) at Elementary School Level;
	        ○ No more than 60 total individuals (students and primary instructional staff/aides) at Middle School Level;
	        ○ No more than 100 total individuals (students and primary instructional staff/aides) at High School Level;
	        ○ Cohorts shall not intermingle and risk exposure;
	        ○ Students should remain in assigned classrooms and teachers will move to them unless it is space specific - such as science or elective; and
	        ○ Should transfer to/from a stable cohort become necessary, administrators will identify alternative methods of instruction for students to enable appropriate quarantine period for impacted individual(s) based upon guidance of District Nurse/Healthcare professionals.
	
	Establish Physical Distancing/Staggered Attendance Groups
	    ● Whenever stable cohorts cannot be reasonably maintained, physical distancing and/or staggered attendance groups will be established and maintained.
	    ● Cohorts will be created to serve families with students at multiple levels (elementary, middle, high).
	    ● Cohorts shall be developed based on grade level, credit requirements and elective choice(s).
	    ● Students will be assigned a transportation, based on their in-person schedule.
	    ● The District Facilities team will determine the capacity of each classroom based on square footage.
	    ● To minimize interactions during passing times, whenever possible instructors will rotate and students will remain in their classrooms.

☐ 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.
	Contact Tracing Logs – Group and/or Individual
	    ● - See Section 1A Above -
	Minimize Interaction
	    ● Building Administrators will create schedules for activities outside of the classroom that maintain cohort stability (recess, library, movement breaks).
	    ● Building Administrators will assign cohorts to particular restrooms in the building to minimize interaction.
	
	Cleaning and Wiping surfaces
	    ● Staff will maintain clean surfaces (e.g., desks, door handles, etc.) between multiple individual uses, even in the same cohort.
	    ● For cleaning and sanitization, reference the COVID Cleaning Responsibilities Matrix - Facilities and Maintenance.
	
	Inclusion
	    ● Building Administrators will design stable cohorts and physical distancing/staggered attendance groups such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.
	
	Staff within Multiple Stable Cohorts

| | ● The number of support staff who may interact with multiple stable cohorts (District Nurses, Office Staff, Substitutes, etc.) shall be minimized whenever possible. |
| | ● Staff who interact with multiple stable cohorts will be required to wash/sanitize their hands between interactions with different stable cohorts. |

1E. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
    ● Consider sharing school protocols themselves.
	Communication to Staff Describing Infection Control Measures
	    ● School protocols to prevent the spread of COVID-19 will be shared with staff beginning at the onset of school and will continue periodically.

☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
    ● Consult with your LPHA on what meets the definition of "close contact."
    ● 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.
	Communication
	    ● The District Public Information Officer, in conjunction with the Benton County Health Department, will develop a communication for students, families and staff who have come into close contact with a confirmed case of COVID-19.
	    ● The District Public Information Officer, in conjunction with the Benton County Health Department, will develop a communication for 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.
	    ● All family communication will be provided in English and Spanish and delivered to families in their preferred language.

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 have 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, but are not enough in isolation to deny entry. 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:
        o Trouble breathing
        o Persistent pain or pressure in the chest
        o New confusion or inability to awaken
        o Bluish lips or face
        o 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
	Stay Home If Sick
	    ● Staff shall not report to work and parent/guardians shall not send their students to school if the student or staff member has or recently had COVID 19 or symptoms of COVID-19.
	    ● Students shall remain home for 72 hours after fever is gone, without use of fever reducing medicine, and COVID-19 symptoms (fever, cough, shortness of breath, and/or diarrhea) are improving.
	    ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols.
	    ● Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school.
	    ● The District will not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
	        o Parents/guardians will be asked to document baseline symptoms for students.
	    ● The District will follow Benton County Health 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 day.
	
	Screening at School
	    ● Building Administrators will develop staggered arrival times to allow for adequate staffing for screening and physical distancing - See School Screening and Cohort Planning Addendum.

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 72 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.

- Building Administrators will use escorts/hall monitors to ensure physical distancing/contact prevention as students move through the building.
- Building Administrators will employ single entry points to manage incoming and outgoing individuals.
- Staff will use two-way radios to ensure clear communication as students/staff enter and exit buildings.
- The District will provide PPE for staff members, touch-free temperature devices, visual cues for physical distancing, devices to enter contact tracing, and temperature data.
- All staff who do screenings should receive implicit bias training.
- Student screening should not consider appearance (ie. clothing, hair), personality (shy, etc.), ability, cleanliness, etc.

Procedure
- Students will undergo a visual screening or will have an attestation from parents/guardians that they are not experiencing symptoms daily before entering the school building.
- Staff will self screen and attest to their own health upon entry each day.
- Screening means: The visual screening or attestation of absence of new cough and fever for anyone before entering the school building, district transportation or interacting with students or staff.
  - Individuals with a fever over 100.4° F should not be allowed to enter school buildings.
  - Symptoms of COVID-19 which also may result in exclusion include: fever and new cough, as well as shortness of breath or difficulty breathing; fever; chills; muscle pain; sore throat; and new loss of taste or smell.
  - Individuals who have a cough that is not a new onset cough (e.g. asthma, allergies, etc.) do not need to be excluded from instruction.
- Screening staff shall document: date, arrival time, and transport method of each incoming individual.
- Symptomatic Individuals: If a student displays symptoms, parents/guardians will be notified immediately and asked to take the student home, if the parent/guardian is not immediately available, the student may be taken to the isolation space for that building to be monitored until pick-up.
- Exclusion of Symptomatic individuals: See above for information on "Stay Home if Sick" and "Chronic Conditions".

Hand Hygiene on Entry to School
- The District will require students, staff, and visitors to sanitize (or wash) their hands upon entering school buildings.

1G. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. Staff members such as student teachers, itinerant staff, substitute teachers are not considered visitors.	**Classroom Visitors** ● No volunteers or visitors will be allowed in classrooms. ● No students will be enrolled from foreign or exchange programs. ● Parents/guardians will call the office check out system for student pick up/drop off outside of regularly scheduled release times.
☐ Visitors must wash or sanitize their hands upon entry and exit. ☐ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines.	**Visitors to the School Offices** ● The District will limit in-person visitors by offering phone and online services.

☐ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	● Visitors must be screened for symptoms as outlined in the Screening Procedure - See Section 1F Above - for screening. ● All visitors will be asked if they have been exposed to COVID-19 within the preceding 14 calendar day, visitors who have been exposed will be denied entry. ● All visitors must wash or sanitize their hands upon entry and exit. ● All adult visitors must wear a face covering.

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.	****The District will provide face coverings, face shields, clear plastic barriers and other necessary PPE to all staff**** **Required Face Covering** ● All staff will be required to wear a face covering in district buildings. ● All staff on district property will also be required to wear a face covering unless they are able to maintain 6 feet of distance between themselves and others. **Face Shields or Clear Plastic Barriers** ● Staff members may wear a face shield without use of the face covering so that students can see facial expression and articulation (assuming they are asymptomatic) as long as the staff member maintains 6 feet of distance. The face covering should be worn in conjunction with the face shield once the 6 foot distance requirement is unable to be met. Face shields must extend below the chin and are recommended for use in spaces with adequate ventilation. ● A plastic barrier may be used in lieu of a face covering or face shield when one-to-one instruction or articulation services are being rendered. **Teach and Reinforce use of Face Coverings for Staff** ● Face coverings are most essential in times distancing is not possible. ● Staff should be frequently reminded not to touch the face covering. ● Information will be provided to all staff on proper use, removal and washing of cloth face coverings. https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf
☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.	**Students and Face Coverings or Face Shields** ● All students in grades kindergarten and above will be required to wear a face covering. Exemptions may be made for reasons listed below in this section.
☐ 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.	**Teach and Reinforce use of Face Coverings for Students** ● 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 (face masks refer to medical-grade face masks in this document) RNs and other healthcare providers should refer to OHA for updated information 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.
 	
Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA.
 	
Protections under the ADA or IDEA:
   <u>Staff</u>: Districts/schools should consult with legal counsel regarding ADA when considering restricting access for staff due to their inability to wear face coverings or face shields as required.
   <u>Students</u>: Federal laws such as the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) protect student access to instruction. The following guidelines must be considered and employed to ensure access for students
☐ **protected under ADA and 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.
 	
No disability category universally prescribes whether a student will be able to wear a face covering. However, students eligible for certain disability categories are more likely to have difficulty wearing face coverings. These include: Autism Spectrum Disorder, Other Health Impairment, Emotional Behavior Disability, Orthopedic
☐ **Impairment. Schools must consider the unique needs that arise from a student's disability in determining how to appropriately support their access to FAPE.**
 	
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:
	District Nurses and Medical Personnel
	   ● District Nurses will refer to OHA for provision of direct care.
	   ● District Nurses will wear a face mask when providing direct care.
	   ● District Nurses will also be provided with other PPE as may be needed for the type of care.
	
	Student Accommodation
	   ● If any student requires an accommodation to meet the requirement for face coverings, the school team will 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,
	     ○ Providing supervised spaces away from peers while the face covering is removed,
	     ○ 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, or
	     ○ Additional instructional supports to effectively wear a face covering.
	   ● A student requiring an accommodation will not be denied access to on-site instruction
	
	Students with an IEP or 504
	   ● CSD will 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, CSD will:
	     1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally

☐ 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.
    a. 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,
☐   b. 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.
	established in the student's plan including on-site instruction with accommodations or adjustments.
	2. Placement determinations will not be made due solely to the inability to wear a face covering.
	3. Plans will include updates to accommodations and modifications to support students.
	
	Students Protected Under ADA/IDEA
	● Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, CSD will:
	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.
	    a. If the team determines that the disability is prohibiting the student from meeting the requirement, they will 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,
	    b. If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
	3. CSD will 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.
	
	Child Find
	● CSD 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.
	
	Staff Accommodations
	● If a staff member requires an accommodation for the face covering or face shield requirements, the district will 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 surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☐ 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.	**Surveillance, Exclusion, Isolation Protocols** ● Each building will develop a School Screening and Cohort Planning Addendum that will list protocols for screening, isolation and cohort planning. ● See 1F Above - For entry, screening and exclusion protocols.

- 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 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- 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 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.

Assessment, Exclusion, Isolation Protocols for Sick Students/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 a school nurse, other school-based health care provider or school staff until they are able to go home.

Daily Medications and Routine Treatments
- Generally well students who need medication or routine treatment will continue to receive services through the school health room by a trained individual.
- Students with underlying conditions such as asthma or seasonal allergies who have been identified as having baseline symptoms should be treated in the health room to avoid unnecessary exposure.
- Additional trained individuals must be available should an isolation need to occur during the school day.

Isolation Areas and Supervision Protocols
- See School Screening and Cohort Planning Addendum for site specific areas.
- Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shield and PPE.
- If able to do so safely, a symptomatic individual should wear a face covering.
- The isolation room or area should be located away from the Health Room where non-COVID-19 health services are provided, should be easily accessible to an exit to avoid additional exposure, and should have adequate ventilation.
- The isolation room should have sufficient space to allow for 3-4 symptomatic individuals allowing 6 feet clearance on either side with barriers so that multiple individuals may be accommodated in that same isolation room.
- Parent/guardian pick-up will occur through the designated exit of the isolation room without the student needing to check-out through the office.
- Once a staff member has been exposed to a symptomatic individual, that staff member will need to quarantine for 14 days unless otherwise directed.
- The staff member should work with their building administrator for the completion of their workday.
- Reporting requirements outlined in - See Section 1A Above - will apply.

Parent/Guardian Education and Communication
- Regular communication will occur to ensure that parents/guardians are educated about District procedures for physical distancing, screening procedures, handwashing, PPE, and isolation measures.

Safely Transporting Students Home When Sick
- A symptomatic individual will be transported by their parent/guardian, in the unusual circumstance where a parent/guardian is unable to provide transportation, the District will coordinate transportation.

Stay Home If Sick
- Staff shall not report to work and parents/guardians shall not bring their students to school if the student or staff member has or recently had COVID-19 symptoms.

- 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.

- Students shall remain home for 24 hours after fever is gone, without use of fever reducing medicine, and COVID-19 symptoms (fever, cough, shortness of breath, and/or diarrhea) are improving.
- Staff or students who have a positive COVID-19 viral (PCR) test result, 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 staff or students 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 illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the individual 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 individual is not contagious.
- If they do not undergo COVID-19 testing, the person should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

Protocols and Assessment of Symptoms
- Should staff need assistance assessing symptoms, District Nurses should be contacted.

Record Keeping for Staff and Students
- If staff or students are isolated or sent home, schools shall maintain records of those events.

2. Facilities and School Operations

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

2A. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Enroll all 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.
	Enrollment
	    ● The District will follow the standard ODE guidelines for enrollment.
	    ● The District will ensure the continued enrollment of students who may not be able to attend due to identification as a high-risk, vulnerable population, or having COVID-19 symptoms for 10 consecutive school days or longer.
	        ○ This continued enrollment may be supported through alternate methods of instruction - online only or tutoring, for example.
	
	Attendance Policy for Students Who Do Not Attend In-Person

	If a student does not meet the minimum requirements for check-ins based on their registered model (hybrid or online), the school will make a personal connection with the family to determine whether the absence is due to health and safety or is based on some other mitigating factor.
	● The school will follow normal intervention procedures to assist students toward regular attendance.
	● Students will not be disenrolled for the following conditions:
	o 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.

2B. ATTENDANCE

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** ODE is developing detailed guidance for the submission of days present and days absent for the purposes of state reporting; they anticipate having this for the August 11 iteration.

2C. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	**Protocols for Sanitizing Tech Devices** ● Devices are cleaned using microfiber cloths and WAXIE Solution Station® 730 HP Disinfectant Cleaner solution. ● Staff who are cleaning devices will wear masks and gloves. **Protocols for Return, Inventory, Update, and Redistribution of Devices** ● Devices are managed for inventory and assignments using Incident IQ Asset Management. ● For students/staff learning/working at home, the devices are returned and distributed through a *device depot* process at a central school location (Linus Pauling Middle School) by appointment. ● Systems and workstations are set-up to ensure physical distancing and cleaning of devices. ● In a hybrid education model, similar stations will be set-up in each school for on-site use by students and staff.

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.	**Handwashing** ● The District will require students, staff, and visitors to sanitize (or wash) their hands upon entering school buildings. ● Schools will teach protocols and provide handwashing and/or hand sanitizing facilities to both students and staff. ● Schools will have adequate supplies to support healthy

	hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol.
☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	● The District Facilities Team will post clear signs on how to stop the spread of disease, including COVID-19, by properly washing hands. **Equipment:** Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies. ● Sharing of supplies will be restricted whenever possible. ● All shared equipment/supplies will be disinfected between users.
☐ **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.	**Events** ● Schools will not plan field trips for students due to requirements for physical distancing. ● Schools will not organize assemblies or special performances for students due to requirements for physical distancing. ● Schools will comply with OSAA guidelines for athletic events. ● Schools will align with OSAA guidelines for non-OSAA sanctioned activities. ● Schools will modify school-wide parent meetings due to requirements for physical distancing.
☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	**Transitions/Hallways** ● Schools will develop hallway directional pathways and the District Facilities Team will assist with signage. ● Schools will develop schedules to limit transitions in common areas and hallways.
☐ **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.	**Personal Property** ● Schools will limit personal property brought to school and require that property be labeled and limited in use to the item owner only. ● Schools will develop procedures to keep each student's belongings separated from others and in individually labeled containers or areas.

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).	**Arrival and Dismissal Procedures** ● School staff will maintain physical distancing (6 feet) during student arrival and dismissal. ● Schools will stagger arrival and dismissal of stable cohorts. ● School teams will assign student cohorts to specific entries at each building. ● Visual screening will be conducted as outlined in - See Section 1F Above - for all arrivals.
☐ 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.	**Sign In and Out Protocol at Arrival and Dismissal** ● Students will be signed in/out of school using the SIS attendance program. ● Schools will clearly communicate to families and caregivers that arrival and dismissal must be brief and requires physical distancing.
☐ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas.	**Hand Sanitizer** ● Hand sanitizer dispensers will be installed at all entry doors and other high traffic areas.

☐ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	**Communication** ● Signage at school main entries will provide drop-off/pick-up guidelines. ● Back to School communications will include health and safety guidelines.

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** ● All seating in classrooms will be six feet apart. ● Teachers will assign students 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.	**Materials** ● The District will provide supplies sufficient for each student to have individual supplies. ● The District will 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, and 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.	**Handwashing** ● The District Communications Department will develop and the Facilities Team will distribute to schools clear signage on how to stop the spread of diseases, including COVID-19, properly wash hands, cover coughs and sneezes, and properly wear a face coverings. ● Schools will promote everyday protective measures by teaching and reinforcing covering coughs and sneezes among children and staff. ● Schools will promote everyday protective measures by teaching protocols and providing handwashing and/or hand sanitizing facilities easily accessible to both students and staff .

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)	**Opening Playgrounds** ● Playgrounds will be open for general public use outside of school day hours. ● Signs have been posted at the entrance to all outdoor facilities. (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ● Playgrounds will be closed each school day, for the use of District students only, they will reopen for the general public at the end of each school day. Playgrounds will be disinfected at the beginning of the day before student use in accordance with CDC guidance.
☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ 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). ☐ 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 between cohorts at least daily or between use as much as possible in accordance with CDC guidance. ☐	**Recess Protocol** ● Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. ● Schools will create schedules for activities outside of the classroom that maintain cohort stability (recess, library, movement breaks) and physical distancing. ● Schools will designate playground and shared equipment solely for the use of one cohort at a time and disinfect between sessions and between each group's use.

Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	**Shared Staff Areas** ● Building Administrators will limit usage of shared spaces to single person usage. **Restrooms** ● After using the restroom staff and students must wash hands with soap and water for 20 seconds.

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). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☐ 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.	**Meal Service** ● CSD Staff serving meals will wear a face covering when working within 6 feet of other individuals. Face shields may be worn is 6 feet of distance can be maintained. ● Students must wash hands before meals and should be encouraged to do so after eating. ● Elementary students will remain in their classroom with their cohort for school meals. ● Middle schools and high schools will create schedules for their cohorts to take nutrition breaks and eat lunch that limit the spread of COVID-19. ● CSD staff will conduct daily cleaning of meal items (e.g., plates, utensils, transport items), touch-points, tables, and meal counting system between stable cohorts meal periods. **Staff Meals** ● Staff will be instructed to eat snacks and meals independently, and not in staff rooms when other people are present. ● Break times will be staggered by Building Administrators to allow for use of break spaces as needed.

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).
☐ 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).
☐
	Cleaning
	● All seats will be disinfected between each route and at the end of each day.
	
	Loading/Unloading Protocols:
	
	Loading at Bus Stop
	● Physical Distancing at Bus Stops: The Transportation Department will communicate with families the importance of maintaining six foot physical distance at the bus stop, drivers will remind students if they see violations upon arrival.
	● Visual Screening shall follow procedures set forth in - See Section 1F Above - upon entry to buses. If a student exhibits symptoms and a parent/guardian is present the student will be sent home. If a parent is not present the student will be provided a mask, seated in a seat not less than 6 feet from other students and transported to school. School staff will contact parent/guardian to arrange transport home.
	● Students first on the bus will sit in the back of the bus, filling from back to front.
	● Physical distancing of at least three feet between students will be accomplished with one student per seat, every other side per row, this combination of physical distance and seat backs providing physical barriers between rows will minimize risk of exposure.
	● No student will be seated within 6 feet of the driver.

- Visual cues will be provided to encourage passengers to maintain physical distance while boarding and where to sit in each seat.
- Students shall comply with face covering guidelines as established in - See Section 1H Above - while one district transportation.

Unloading at School
- Students will remain in their seat until directed by the driver.
- Students will be released by row, by the driver.
- Each row shall fully exit the bus before the next row of students are dismissed.
- Driver shall release rows from front to back of the bus.
- If a student has exhibiting symptoms, they should be the first off the bus and received by school staff.

Loading at School
- Schools will provide visual cues to ensure physical distancing while waiting for the bus to arrive.
- Driver will verify the student on contact-log for that ride.
- Students will board in order of seating assignments, students will be assigned a seat on the bus to support students exiting the bus from the front rows to the back rows in avoidance of student contact while off loading.
- No student exhibiting symptoms will be transported home on a bus with other students.

Unloading at Bus Stop
- Seating assignments will allow for unloading from the front rows to the back rows to avoid student contact while off loading.
- Drivers will remind students to maintain physical distance as they depart the bus.

Individualized Transportation
- District staff will coordinate with student case managers to ensure all students have access to school and that their individual needs are met.

Transporting Sick Students
- If a student becomes ill during the school day, and requires transportation services home, it will be arranged by district staff, depending on the severity of the symptoms, a staff member from the school may be required to accompany the student.
- Students will be required to wear a face mask during transit.

Drivers
- Drivers will be screened before morning and afternoon routes.
- All drivers will wear face shields or face covering when not actively driving and operating the bus. Training will be provided for every driver before the start of the year regarding cleaning protocols, visual screening of all students, isolation procedures & communication to the school, and contact-tracing logs.

Communication
- Signage on bus windows will provide guidelines.
- Back to School communications will include health and safety guidelines.

	● The District Transportation Team will inform parents/guardians of practical changes to transportation service.

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, restrooms, and ☐ playgrounds. 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 not 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).	**Cleaning** ● All frequently touched surfaces will be cleaned (eg. playground equipment, door handles, sink handles, drinking fountains, transport vehicles), and shared objects (eg. toys, games, art supplies) will be cleaned between cohorts, but not less than once daily in alignment with CDC guidance. ● For cleaning and sanitization, reference the COVID Cleaning Responsibilities Matrix - Facilities and Maintenance. ● Facilities will be cleaned and disinfected at least daily. ● Cleaning and disinfectant supplies will be correctly labeled, kept away from students, and used in accordance with manufacturer's recommendations. **Ventilation** ● Ventilation systems will be checked and maintained monthly by maintenance staff. ● Where possible, increased ventilation and outdoor air supply will be provided.

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. ☐ 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).	**District Health Team** ● The District Safety Leadership Team shall be designated as the body of staff that will collaborate and review the District's prevention-oriented health services program as defined in OAR 581-022-2220, with special attention given to the protocols outlined in this Blueprint.

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.	**Establish Communication Channels with Benton County Health** ● CSD will coordinate with the Benton County Health Department to establish communication channels related to current transmission level and establish a specific emergency response framework.

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.
	Reporting to Benton County Health
	● Schools will report single positive cases or a cluster of cases of COVID-19 to the District Representative who will report and coordinate with Benton County on outbreak response.
	
	Response Team
	● The response team will be The District Safety Leadership Team.
	● Decisions resulting in the modification, postponement, or cancellation of large school events, school-specific or District-wide school closure will also include the District Executive Team and will be coordinated with the LPHA.
	
	School Closure
	● If the school is closed, CSD will implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.
	● CSD Food Services will ensure that meals continue to be provided for students.
	● The District Communications Deartment will ensure clear and frequent communication to 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.	**Comprehensive Distance Learning** ● Should a school site or multiple sites be unable to operate in an in-person capacity, all students would be offered full-time online learning. **Clean and Disinfect While Closed** ● - See Section 2J Above - **Communication with Families** ● The District will use all communications channels including email, text messages, phone calls, and the district website and social media channels to inform families of options and supports. **Return to On-Site Instruction**

	• The District will follow Benton County Health guidance to begin bringing students back into On-Site Instruction.

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.

X 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.

X 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 and 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 *Include how/why the school is currently unable to meet them*

Addendum: School Screening and Cohort Planning

Each building site will develop a plan unique to their building that addresses OHA/ODE requirements for protecting the health and safety of students through screening, isolation and cohort planning.

DISTRICT OFFICE

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
	Scheduling Arrival/Dismissal Times
	    ● Supervisors will work with their department staff to develop staggered in-person work schedules to ensure physical distancing is maintained.
	    ● All District Office staff shall be considered one cohort.
	    ● Visitors to the District Office shall be required to call the main phone number (541-757-5811) to make an appointment prior to arrival.
	    ● Visitors will not be permitted entry to the building without taking safety precautions as required by OHA guidance.

☐ Assign students or cohorts to an entrance	**Assigning Cohorts**
	    ● Staff may use one of three designated entrances:
	        ○ 35th Street (front, parking area),
	        ○ Facilities (back, gated parking area), and
	        ○ Birdie Street (side, technology entrance).
	    ● Visitors will enter from the front entrance on 35th Street.
	    ● Delivery drivers and postal employees will enter from the back, Facilities entrance.
	    ● Technology staff may enter from the side, Birdie Street entrance.

☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff**
	    ● Staff members will sign in at any one of the three identified entrances which will have a designated screening station. Staff members will complete a screening questionnaire and contact tracing documentation independently.
	    ● Visitors will be screened by the front desk staff person and will be logged at that screening station.

☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Jennifer Schroeder.

☐ 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 nurses and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
	Isolation Spaces
	    ● Asymptomatic individuals shall be instructed to leave as soon as symptoms are identified.
	    ● If transportation assistance is needed, the designated enforcement officer will contact that individual's emergency contact person to arrange for transportation. In the interim, the individual should remain isolated in whichever office space they were visiting.

● If able to do so safely, asymptomatic individuals should wear a face covering.	

ADAMS ELEMENTARY

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
	Scheduling Arrival/Dismissal Times
	    ● Students will arrive at school either by bus, parent drop off or walk/bike to school.
	    ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible.
	
	Education Plan
	To teach the new arrival and dismissal routines to students, we will utilize PBIS system:
	    ● Visual cues such as markings on the ground to remind students about physical distancing,
	    ● Videos will be made and shared prior to arrival, and
	    ● Routines will be reviewed and practiced in person.

☐ Assign students or cohorts to an entrance	**Assigning Cohorts**
	    ● All student cohorts will enter/exit through the exterior classroom door.
	    ● Staff will enter through the front door by the main office.
	    ● Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office.
	    ● Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.

☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff**
	    ● Each classroom teacher will be working with another staff member to monitor the health of each student in their care.
	    ● Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.

☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Peter Henning, Principal Adams Elementary.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
    ● If able to do so safely, a symptomatic individual should wear a face covering.
	Isolation Spaces
	    ● PPE will be stored in the front office and in the Building Administrator's office.
	    ● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space.
	    ● Classroom 8 will be used as the primary isolation space. This room is adjacent to the main office and students can exit the exterior classroom door directly to the parking lot. Classroom 8 also has a bathroom and sink. The room has space for 6-8 students with adult supervision, allowing room for physical distancing. If additional isolation space is needed the principal's office will be used. When possible, outdoor spaces may also be utilized for students to await pick-up.

FRANKLIN K-8

OHA/ODE Requirements	Hybrid/Onsite Plan

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	**Scheduling Arrival/Dismissal Times** ● Students will arrive at school either by parent drop off or walk/bike to school. ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible. ● Elementary and Middle School student groups will have staggered arrival and dismissal time. **Education Plan** To teach the new arrival and dismissal routines to students, we will utilize PBIS systems: ● Visual cues such as markings on the ground to remind students about physical distancing, ● Videos will be made and shared prior to arrival, and ● Routines will be reviewed and practiced in person.
☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● All student cohorts will enter/exit through the exterior classroom door. ● Staff will enter through the NW and SW entrance/exits. ● Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office. ● Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Each classroom teacher will be working with another staff member to monitor the health of each student in their care. ● Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer: Craig Harlow, Principal Franklin School.
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering.	**Isolation Spaces** ● PPE will be stored in the front office and in the Building Administrator's office. ● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space. ● Isolation room will be the school principal's office.

GARFIELD ELEMENTARY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Create schedule(s) and communicate staggered arrival and/or dismissal times.	**Scheduling Arrival/Dismissal Times** ● Students will arrive at school either by bus, parent drop off or walk/bike to school. ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible.

	Education Plan
● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	To teach the new arrival and dismissal routines to students, we will utilize PBIS system: ● Visual cues such as markings on the ground to remind students about physical distancing, ● Videos will be made and shared prior to arrival, and ● Routines will be reviewed and practiced in person.
☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● All student cohorts will enter/exit through the exterior classroom door. ● Classroom Teaching Staff, with classrooms in the building, will enter through double doors on the recess patio area by the bathrooms. ● Classroom Teaching Staff, with classrooms in the modulars, will enter through the classroom modular door. ● Office staff will enter through the door at the main office. ● Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office. ● Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Each classroom teacher will be working with another staff member to monitor the health of each student in their care. ● Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Leigh Santy, Garfield Elementary Principal.
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering.	**Isolation Spaces** ● PPE will be stored in the front office and in the Building Administrator's office. ● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space. ● Isolation room will be the school principal's office. If additional space is needed, the library will be designated as an isolation room.

HOOVER ELEMENTARY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	**Scheduling Arrival/Dismissal Times** ● Students will arrive at school either by bus, parent drop off or walk/bike to school. ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible. **Education Plan** To teach the new arrival and dismissal routines to students, we will utilize PBIS systems:

	● Visual cues such as markings on the ground to remind students about physical distancing,
	● Videos will be made and shared prior to arrival, and
	● Routines will be reviewed and practiced in person.
☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● All student cohorts will enter/exit through the exterior classroom door. ● Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office. ● Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Each classroom teacher will be working with another staff member to monitor the health of each student in their care. ● Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Anna Marie Gosser, Principal Hoover Elementary.
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering.	**Isolation Spaces** ● PPE will be stored in the front office and in the Building Administrator's office. ● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space. ● Isolation room will be the school principal's office.

JEFFERSON ELEMENTARY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	**Scheduling Arrival/Dismissal Times** ● Students will arrive at school either by bus, parent drop off or walk/bike to school. ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible. **Education Plan** To teach the new arrival and dismissal routines to students, we will utilize PBIS system: ● Visual cues such as markings on the ground to remind students about physical distancing, ● Videos will be made and shared prior to arrival, and ● Routines will be reviewed and practiced in person.
☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● All student cohorts will enter/exit through the exterior classroom door. ● Staff will enter through the exterior classroom door.

	● Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office. ● Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Each classroom teacher will be working with another staff member to monitor the health of each student in their care. ● Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Beth Martin, Principal Jefferson Elementary.
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering.	**Isolation Spaces** ● PPE will be stored in the front office and in the Building Administrator's office. ● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space. ● Isolation room will be the school principal's office.

LINCOLN ELEMENTARY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	**Scheduling Arrival/Dismissal Times** ● Students will arrive at school either by bus, parent drop off or walk/bike to school. ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible. **Education Plan** To teach the new arrival and dismissal routines to students, we will utilize PBIS systems: ● Visual cues such as markings on the ground to remind students about physical distancing, ● Videos will be made and shared prior to arrival, and ● Routines will be reviewed and practiced in person.
☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● All student cohorts will enter/exit through the exterior classroom door. ● South wing staff: enter/exit through the exterior classroom door. ● East wing staff: enter/exit through the east door. ● Southwest wing staff: enter/exit through exterior classroom door. ● Southeast wing, including office, counseling, library, learning lab staff, and custodial staff enter/exit through the main entrance. ● Food service staff: enter/exit kitchen.

	● Health department staff enter/exit SW door to health access. ● Staff in the modulars: enter/exit their specific modular site. ● Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office. ● Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Each classroom teacher will be working with another staff member to monitor the health of each student in their care. ● Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Aaron Hale, Principal Lincoln Elementary.
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering.	**Isolation Spaces** ● PPE will be stored in the front office and in the Building Administrator's office. ● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space. ● Isolation rooms will be the school principal's office; and if needed, the adult wellness room will serve as a secondary isolation room.

MT. VIEW ELEMENTARY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Create schedule(s) and communicate staggered arrival and/or dismissal times. ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	**Scheduling Arrival/Dismissal Times** ● Students will arrive at school either by bus, parent drop off or walk/bike to school. ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible. **Education Plan** To teach the new arrival and dismissal routines to students, we will utilize PBIS systems: ● Visual cues such as markings on the ground to remind students about physical distancing, ● Videos will be made and shared prior to arrival, and ● Routines will be reviewed and practiced in person.
☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● All student cohorts will enter/exit through the exterior classroom door. ● Staff will enter through outside classroom doors and/or school front entrance. ● Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office.

OHA/ODE Requirements	Hybrid/Onsite Plan
	• Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** • Each classroom teacher will be working with another staff member to monitor the health of each student in their care. • Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** • Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Byron Bethards, Principal Mt. View Elementary.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
    • If able to do so safely, a symptomatic individual should wear a face covering.
	Isolation Spaces
	• PPE will be stored in the front office and in the Building Administrator's office.
	• When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space.
	• Isolation room will be the school principal's office.

WILSON ELEMENTARY

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
    • Create schedule(s) and communicate staggered arrival and/or dismissal times.
    • Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
	Scheduling Arrival/Dismissal Times
	• Students will arrive at school either by bus, parent drop off or walk/bike to school.
	• Once on campus students will be directed to their classroom, via an outside entrance whenever possible.
	
	Education Plan
	To teach the new arrival and dismissal routines to students, we will utilize PBIS systems:
	• Visual cues such as markings on the ground to remind students about physical distancing,
	• Videos will be made and shared prior to arrival, and
	• Routines will be reviewed and practiced in person.

☐ Assign students or cohorts to an entrance	**Assigning Cohorts** • All student cohorts will enter/exit through the exterior classroom door. • Visitors will be kept to a minimum, only parents/guardians who have business at the school will be entering school grounds; they will enter through the doors at/near the main office • Delivery drivers, postal employees and any other service provider approved for entry will use the doors at/near the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** • Each classroom teacher will be working with another staff member to monitor the health of each student in their care.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● Classroom teachers will work with the PBIS team (virtually) to ensure students are taught/retaught expectations and routines regarding physical distancing.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Eric Beasley, Principal Wilson Elementary.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
   ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
   ● If able to do so safely, a symptomatic individual should wear a face covering.
	Isolation Spaces
	● PPE will be stored in the front office and in the Building Administrator's office.
	● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space.
	● Isolation room will be a student support room space previously referred to as the" focus room". This space has natural light, a back door to the room from the primary hallway, a sink for handwashing, and is near the office although divided from the office and health room by a door. Note: this space can hold up to 2 children at 6 foot distance. If additional capacity is needed, the principal's office would be added. The principal's office also has natural light and space to hold 2-3 students at 6 feet apart. Finally, with a second adult being assigned to classrooms the use of outdoor space while waiting for pick-up is also an option depending on the needs of the child.

Cheldelin Middle School

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
   ● Create schedule(s) and communicate staggered arrival and/or dismissal times.
   ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
	Scheduling Arrival/Dismissal Times
	● Arrival:
	   ○ Busses will arrive at the designated area (front of the building and on Dorchester Way), students will be released from the bus at the front of the line. One bus will be released at a time in the front spot of the bus line. Students will proceed to specific attendance group entrances based on first period/homeroom. The first two weeks will be dedicated to practicing social distancing with review in Homeroom, and reminders throughout the students day.
	     ■ Ty Smith
	     ■ Jon Strowbridge
	● Dismissal:
	   ○ Student groups will be dismissed in a staggered style.

☐ Assign students or cohorts to an entrance	**Assigning Cohorts**
	● Staff and students will be assigned to entrances that are closest to their respective first period class/homeroom class.
	● Visitors will be required to check in at the main office and will be limited to the main office.
	● Students will be assigned to an entrance based on their attendance group.
	   ○ Entrances:
	     ■ Don's Room (Hanson).
	     ■ Staff Room (Bregar).
	     ■ Wieland's Room (Wieland).
	     ■ Courtyard East (Smith).
	     ■ Isley's Room (PE Staff).
	     ■ Band Room (Huffaker).

☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● ALL STAFF will be vigilant in conducting screening before students enter classrooms, to ensure cohort safety.

	● It is expected that <u>ALL STAFF</u> uphold social distancing, both for staff and students.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Jon Strowbridge, Assistant Principal Cheldelin Middle School.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
● If able to do so safely, a symptomatic individual should wear a face covering.
	Isolation Spaces
	● Symptomatic students will be escorted to isolation areas for further examination by the Health Room Assistant and wait for parents/guardians to come pick them up.
	   ○ Isolation Spaces:
	      ■ Front office - Conference room.
	      ■ Front office - Trillium room.

Linus Pauling Middle School

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
● Create schedule(s) and communicate staggered arrival and/or dismissal times.
● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
	Scheduling Arrival/Dismissal Times
	● Arrival:
	   ○ Busses arriving at LPMS will have an assigned drop off point. Busses will unload students one by one. Students will arrive and busses will have staggered times of arrival. If a bus is dropping students off and another bus arrives, staff on the bus will hold students on the bus until the other students enter the building.
	   ○ Students who are dropped off by parents, will be dropped off at their assigned cohort door.
	● Dismissal:
	   ○ Students will be dismissed by bus number over the intercom. Students will stay in the classroom until the bus is physically at the school. Students not riding buses will be released in a staggered schedule.

☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● Life Skills will enter through their own door on the side of the building. ● Staff will enter the building through the same entrance of their first class. ● Visitors to LPMS will enter through the front doors of the school. Before entering, visitors will be instructed to call an office staff member to receive entrance. ● Students will be assigned to an entrance based on their attendance group.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Commons left door (Jody Chilvers). ● Commons right door (Kelsey Hibbert). ● Gym (Laura Ullrich). ● Fishbowl (Roving Admin). ● 6th grade wing Pac 10 (Johnny Paramo). ● 8th grade wing downstairs near lifeskills (Ruth Henninger).
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff	**Surveillance**

whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- If able to do so safely, a symptomatic individual should wear a face covering.

- Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer:
  ○ Alicia Ward Satey, Principal Linus Pauling Middle School,
  ○ Lisa Krause, Assistant Principal.

Isolation Spaces
- The Health Room Assistant will provide screening from the window partition.
- If symptoms are present, a staff member will guide the student/staff member to an isolation space.
  ○ Isolation Spaces:
    ■ Students: Designated individual office located inside the main office.
    ■ Staff Members: An office space located on the first floor near in the sixth grade hall.

College Hill/Harding Alternative High School

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
	Scheduling Arrival/Dismissal Times
	    ● Students will arrive at school either by bus, parent drop off or walk/bike to school.
	    ● Once on campus students will be directed to their classroom, via an outside entrance whenever possible.

☐ Assign students or cohorts to an entrance	**Assigning Cohorts**
	    ● Students will use outdoor entrances for their classrooms.
	    ● Staff will use rear entrances.
	    ● Visitors will use the front entrance.

☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Each 24 student attendance group will be assigned two staff members. On arrival, visual screening will be conducted by the staff team. The staff team will work together to ensure physical distancing. The principal and counseling staff will be in the office hallway during student contact hours to ensure physical distancing outside the classroom.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Eric Wright, Administrator College Hill.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be
	Isolation Spaces
	    ● Second floor office space located first door on the left up the stairs.

properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering.	

Corvallis High School

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Create schedule(s) and communicate staggered arrival and/or dismissal times.
    ● Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
	Scheduling Arrival/Dismissal Times
	● Students will arrive at school either by bus, parent drop off or walk/bike to school.
	● Once on campus students will be directed to their assigned cohort entrance.

☐ Assign students or cohorts to an entrance	**Assigning Cohorts** ● Students: There will be 3 entrances/checkpoints with screening stations to the main building (Buchanan Avenue main entrance, Black Box hall entrance, and gym hall entrance) and 2 screening checkpoints at the entrance to the T building courtyard and H building. Student attendance groups will be assigned to an entrance. Students will be directed to either (A): pick up breakfast and report directly to their first class or (B): report directly to class. ● Visitors will use the main entrance and only be allowed into the main office.
☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained	**Assigning Staff** ● Classified staff, Administrators and Behavior staff will circulate and enforce physical distancing. ● There will be two staff at each entrance for the first 2 weeks for a total of 10. Once all trained then staff will be adjusted to one per entrance and staff will use radios for student escort, if needed.
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	**Surveillance** ● Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer Paul Navarra, Assistant Principal Corvallis High School.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
    ● If able to do so safely, a symptomatic individual should wear a face covering.
	Isolation Spaces
	● PPE will be stored in the front office and in the Building Administrator's office.
	● When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space:
	    ○ Isolation Spaces:
	       ■ The Counseling Center conference room.
	       ■ Former Testing Room (Kelly Guenther's old office)
	       ■ Fishbowl in the main office.
	       ■ All spaces can hold 3 students 6 feet apart and the Health Assistant will be assigned to provide monitoring.

Crescent Valley School

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.	**Scheduling Arrival/Dismissal Times**

- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.

☐ Assign students or cohorts to an entrance

☐ Assign staff member(s) to conduct visual screenings and ensure physical distancing is maintained

☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.

☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- If able to do so safely, a symptomatic individual should wear a face covering.

- Students will arrive at school either by bus, parent drop off or walk/bike to school.
- Once on campus students will be directed to their classroom, via an outside entrance whenever possible.

Assigning Cohorts
- Entrances:
  - Main Front double door.
  - West Senior Hallway doors.
  - West C Wing doors.
  - F Building - door across from Staff dining room.
  - B Building - South East corner door.
  - Main Gym door.
- Visitors will use the main entrance and only be allowed into the main office.

Assigning Staff
- Classified staff, Administrators and Behavior staff will circulate and enforce physical distancing.
- There will be two staff at each entrance for the first 2 weeks (12 total). Once all trained then staff will be adjusted to one per entrance and staff will use radios for student escort, if needed.

Surveillance
- Oversight of the processes and any questions about screening shall be directed to the designated enforcement officer, Mark Henderson, Athletic Director Crescent Valley High School.

Isolation Spaces
- PPE will be stored in the front office and in the Building Administrator's office.
- When a student is showing symptoms, the Building Administrator and/or office staff will escort the student to a designated isolation space:
  - Isolation spaces:
    - Conference room (4 student maximum).
    - Behavior office (6 student maximum).
    - Adjoining room (6 student maximum).
- The Health Assistant will provide monitoring.
- If the Health Assistant needs to be isolated, then another office staff or Administrator will be assigned to provide monitoring.

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Assurances Sections 4-8

⚙	**4. Equity - Marcianne Koetje**

Ready Schools, Safe Learners

4a. Principles in Action
4b. Decision Making that Centers Equity

Rapid Development Team Review and Response

4a. Principles in Action
As part of the blueprint plan development, CSD focused on our core values (Inclusive, Community, Real-World, Adaptable) and principles regarding equity and more specifically racial equity. We are centering our beliefs and decisions around this guiding question: As we re-imagine and create an online model for distance learning, how can we re-build systems and structures that have historically benefited those with access and privilege, and centralize our educational system to prioritize and empower the needs and well-being of our students, staff and families of color?

In the creation of the rapid development teams, a member was assigned to focus on equity. Their main role was to hold our equity decision making questions (see below) at the center. In addition, a Racial Equity Transformation team was created. The focus of this group was to focus on the interruption of the classroom experiences of students of color so that they can feel empowered and seen in face to face and virtual spaces. The group created vital signs or success indicators that provide a road map for the implementation of racially conscious teacher practice in an online format. Those vital signs are:
- Staff uncover their own operating beliefs/assumptions/mental models about race and identity and empower their students to do the same.
- Staff internalize, practice and teach the Courageous Conversation About Race protocol as a foundation tool for dialogue, inquiry, change and teaching
- Staff internalize and authentically practice the four Rs (relevance, realness, rigor, relationships) of culturally responsive teaching
- Staff focus on authentic connections with students of color
- Staff create virtual classrooms that internationally reflect the identity, representation and lived experiences of their students
- Staff have an understanding of the intersectionality of race and other identity makers and how this may impact their interactions and relationships with students and families.

As a follow up to this work teachers will receive professional development in areas identified and on-going evaluation and support of the implementation of this work will occur.

4b. Decision Making that centers equity
Through the entirety of this process, CSD has utilized our equity guiding questions to inform and clarify the plan. These questions include:
- How does the decision align with District mission/vision?
- Who does the decision affect positively/negatively?
- How might this ignore or worsen existing disparities?
- What are the unintended consequences of this decision?

- How will those being affected by the decision be included in the process?
- What other possibilities were explored?
- How will this decision/outcomes be sustainable?

5. Instruction - Amy Lesan and Nikki McFarland

Ready Schools, Safe Learners

5a. Instructional Time
5b. Instructional Models
5c. Instructional Schedule and Academic Calendar
5d. Instructional Considerations
5e. Safeguarding Student Opportunity Clause
5f. Instructional Activities with a Higher Risk for Disease Spread

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Rapid Development Team Review and Response

5a. Instructional Time
Following the most up to date guidance from ODE and compliance with Division 22, students in the hybrid model will participate in learning two days in a school building and three days at home. There will be opportunities for both synchronous and asynchronous learning as well as dedicated times for students to interact with each other. Weekly time will be dedicated for teachers to continue professional learning and develop relationships with students and families.

5b. Instructional Models
CSD will offer two instructional models, hybrid and Corvallis Online.

The hybrid instructional model will have the flexibility to be fully remote (at home) learning as necessary based on infection rates and/or Governor/OHA guidance. The hybrid model will have the following characteristics:
- Focus on care, connection, and relationship building between staff/students and student/student.
- Intentional instructional time dedicated to teaching SEL (using curriculum: Elem - Caring Schools Community, MS - Character Strong , HS - Sources of Strength).
- Intentional professional learning for staff on inclusion strategies, universal design for learning and project based instruction.
- Focus on prioritizing standards and utilizing formative assessment.
- Eligible students will receive breakfast and lunch on site on days they are at school and meals will be available to eligible students on days they are not at school in compliance with guidance from ODE.
- Special attention will be given to students who are considered medically fragile; district nurses and/or case managers will be contacting each family to discuss education plans; students/families will be given the opportunity to attend in person or online and necessary accommodations will be provided.
- All students in Corvallis have either an iPad or a chromebook assigned to them; We continue to work with families to ensure that they have access to the internet either at home or at one of our schools.
- Our plan will include synchronous learning where appropriate. (i.e. to start the day and review tasks for students who are learning at home).

For students needing we will allow students to register for Corvallis Online. Corvallis Online has the following features:

- Taught by CSD teachers, using curated online curriculum program.
- Access to meals through a site similar to summer programs.
- Support from Special Education Teachers, Counselors and classroom teachers as needed.
- Both synchronous and asynchronous learning will occur.

5c. Instructional Schedule and Academic Calendar
The following key features of the instructional schedule and the academic calendar include:
- Hybrid - AA, off, BB staggered attendance schedule (for a 5 day school week).
- All levels, K-12 will use the same academic calendar.
- Staggered attendance are being built around families (k-12) attending the same day (unless a family requests otherwise).
- Elementary specific notes: 2 adults to each 'class'; inclusion planning built into the schedule weekly with focus on lesson planning for UDL and to support IEP goals, language learning, TAG and 504 accommodations; whole child specialists and community partners will co-plan and/or co-teach student staggered attendance with a focus on real world, project based and local natural resource lessons.

5d. Instructional Considerations
The following list are considerations we are taking into consideration as we plan the Hybrid Model:
- Prioritizing instructional standards by grade level (elem) content area (secondary) and assessment/grading practices that align with requirements (equitable and formative).
- Implementing intentional lessons about mental health and wellness and race and culture (K-12).
- Utilizing local connection to our local tribes and teaching Grand Ronde Tribal History curriculum units at the grade levels currently available (2nd, 4th) and Tribal History, Shared History in middle and high school.
- Planning for a level of co-planning and co-teaching that we haven't in the past to allow for success for all students within staggered attendance schedules, utilizing instructional UDL methods, keeping students primarily in general education classrooms (through clear professional learning and expectations, coaching and guidance).

5e. Safeguarding Student Opportunity Clause
All students will have access to either in person or learning at home. We will have the option of hybrid (partially at school and partially at home) or Corvallis Online for every student. Students will be supported in whichever option they/family choose.
We did not retain any students in the 2019-20 school year.
Planning for students who did receive an incomplete.

5f. Instructional Activities with a Higher Risk for Disease Spread
Corvallis School District is taking a deep look into instructional activities that may pose a higher risk of spreading the disease. We are implementing general safety measures as required and adding some as recommended (i.e. markings on the floor for appropriate physical distance, outside for as many classes as possible as often as possible, no shared equipment).

6. Family and Community Engagement - Brenda Downum

Ready Schools, Safe Learners

6a. Partnership in Planning

6b. Communication

Rapid Development Team Review and Response

6a. Partnership in Planning
- All Districts receiving Title Grant Awards of any kind, not solely Title XI, are required to consult with tribal organizations.
- Include early learning programs and child care providers in the planning process.
- Collaborate with students, families, community-based organizations, tribes (see Tribal Consultation), and other partners in planning.
- Engage early in the process, build a collaborative partnership for moving forward, and plan for additional engagement opportunities to support the iterative development. Elevate student voice in designing the educational spaces/experiences; inform decisions based on their voices and expertise as people very intimately involved in and familiar with the education process.
- Coordinate with agencies providing food and financial assistance, public benefits, physical and mental health care, etc. so schools can provide information about how to access these resources.

6b. Communication
- Messages are composed in English and Spanish for all communications related to reentry for the 2020-21 school year and shared through all district communication channels including email, websites, social media, and printed publications.
- Our district implemented a new communications system in FY 20-21 that automatically sends text/phone/email messages in the preferred language of recipients.
- The Operational Blueprint for Reentry and instructional model (Hybrid and Corvallis Online) will be posted to school and district websites on August 7, 2020 and a notification to all families will be emailed before the start of school.
- The Operational Blueprint for Reentry for each school will be shared with families with a Family Forum offered virtually with time for questions and answers.
- A district-wide communication strategy to reach all families will be developed including a user-friendly, multilingual web page for families to access up-to-date information, engage with educational resources, and request support.
- Information will be offered in print format for families without internet access.
- We are leveraging community wrap-around services, including partnerships with Benton County, City of Corvallis, Casa Latinos Unidos, NAACP Corvallis Albany Branch, , faith-based organizations, and the local media, so information reaches every population. ⇨ Stay in close communication with students and families.
- School staff will continue to connect students and families with school and community supports and services when needed. We will prioritize family outreach for students who are not yet demonstrating progress or engagement.

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7. Mental, Social, and Emotional Health - Sabrina Alexander and Joe Leykam

[Ready Schools, Safe Learners](#)

7a. Planning
7b. Resources and Strategies

Rapid Development Team Review and Response

The needs of students and staff to have their Social, Emotional, and Mental Health supported is vital within the context of the COVID19 pandemic. Corvallis School District sees the work of securing the mental health and wellness of its community as the intersection of four key pillars: Collaborative Problem Solving, Culturally Responsive Teaching, The Courageous Conversation Racial Equity Protocol, and the management of Health and Wellness services. These four pillars underlie our overall district plan to address student and family mental health both prior to the pandemic as well as during the response.

The philosophy of this plan is enacted through a series of ongoing services and supports. As follows:

- The District has an ongoing crisis management team comprised of School Counselors, Social Workers, as well as Mental Health Therapists and Skills Trainers employed by the district. This team is an ongoing community of professionals who have worked for several years to respond to critical incidents including student deaths, suicides, as well as other community crises. **(Required Step 7a)**
- There are multiple district level equity initiatives that directly engage students, families, and staff of color across the community. These equity groups are both for the purposes of gathering direct advice from our communities of color as well as to maintain a direct connection to these communities in order to support their needs.
- There is an ongoing team of mental health staff who have been on staff for the last year as well as a district level administrator who coordinates mental health and wellness policy.
- The district has ongoing linkage agreements with both the Local Community Mental Health Program (CMHP) as well as local mental health agencies serving children and families. Additionally the district is represented on the community's local System of Care Executive Committee. **(Required Step 7b)**
- Since March of 2020 the District has offered resources to families within the community including Food, Hygiene, Rent and Utility Assistance, as well as miscellaneous goods. This distribution center delivers goods to families in the community through partnership with a local disability transport provider. It is planned to continue to operate this distribution center through the next school year and it will expand to provide clothing as well as other resources from community response as needs arise.
- Staff have maintained care and connection communication with students and families starting in March of 2020. A team of a dozen staff have continued to maintain connection with nearly a 1,000 students of the summer of 2020. It is planned that building level teams will continue ongoing connection and care for families.
- Mental Health Insights are shared within the building and executive level leadership discussions. The Special Education Director and Mental Health Program Manager, twin social emotional leaders, are part of the overall planning process of district operations in the upcoming school year.
- The district has provided mental health connection resources for staff over the close of the 2019-20 school year and is in the process of developing a comprehensive staff mental health plan for the 2020-21 school year.
- Services to students through Mental Health as ellas School Counseling and Social Work staff are provided through secure HIPAA compliant telemedicine supports. District staff have been and continue to be involved in ongoing professional development in the quality of telemedicine services.

8. Staffing and Personnel - Jennifer Duvall

[Ready Schools, Safe Learners](#)

8a. Supports

Rapid Development Team Review and Response

8a. Supports
- The Human Resources Department will work with each staff member who has identified as "high-risk", per survey sent out to staff this summer, to determine options for returning to work. In addition, leave information will be reviewed based on each person's circumstance.
- The District will take its lead from Benton County Health Department in communication to staff of possible COVID-19 exposure.
- The District has an Employee Assistance Program (EAP) to offer its employees for emotional well-being and has recently expanded its services to employees.

8b. Public Health Training
- All staff will receive training related to general information about COVID, protocols on health and safety measures, guidelines and expectations, FERPA. HIPAA, and a review of the Operational Blueprint prior to the start of school. Any new COVID information will be provided to staff in a timely manner, including having a webpage dedicated to the updates and resources related to COVID.

8c. Professional Learning
- The Teaching and Learning Department will be coordinating professional learning for staff to best support students with the educational models provided including social emotional learning and trauma-informed care practices, and culturally relevant and inclusive practices.

American Academy of Pediatrics

Last Updated 06/25/2020

COVID-19 Planning Considerations: Guidance for School Re-entry

https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

Critical Updates on COVID-19 / **Clinical Guidance**

The purpose of this guidance is to support education, public health, local leadership, and pediatricians collaborating with schools in creating policies for school re-entry that foster the overall health of children, adolescents, staff, and communities and are based on available evidence. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations. These recommendations are provided acknowledging that our understanding of the SARS-CoV-2 pandemic is changing rapidly.

Any school re-entry policies should consider the following key principles:

- School policies must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working.

- It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.

- Policies should be practical, feasible, and appropriate for child and adolescent's developmental stage.

- Special considerations and accommodations to account for the diversity of youth should be made, especially for our vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.

- No child or adolescents should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs. Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.

- School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities. These policies should be consistently communicated in languages other than English, if needed, based on the languages spoken in

the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.

With the above principles in mind, **the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school**. The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families.

Policy makers must also consider the mounting evidence regarding COVID-19 in children and adolescents, including the role they may play in transmission of the infection. SARS-CoV-2 appears to behave differently in children and adolescents than other common respiratory viruses, such as influenza, on which much of the current guidance regarding school closures is based. Although children and adolescents play a major role in amplifying influenza outbreaks, to date, this does not appear to be the case with SARS-CoV-2. Although many questions remain, the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection. Policies to mitigate the spread of COVID-19 within schools must be balanced with the known harms to children, adolescents, families, and the community by keeping children at home.

Finally, policy makers should acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of SARS-CoV-2 transmission, but implementation of several coordinated interventions can greatly reduce that risk. For example, where physical distance cannot be maintained, students (over the age of 2 years) and staff can wear face coverings (when feasible). In the following sections, we review some general principles that policy makers should consider as they plan for the coming school year. For all of these, education for the entire school community regarding these measures should begin early, ideally at least several weeks before the start of the school year.

Physical Distancing Measures
Physical distancing, sometimes referred to as social distancing, is simply the act of keeping people separated with the goal of limiting spread of contagion between individuals. It is fundamental to lowering the risk of spread of SARS-CoV-2, as the primary mode of transmission is through respiratory droplets by persons in close proximity. There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines. For example, the Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is

not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-feet spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (e.g., 10 per classroom, 15 per classroom, etc.) should be discouraged in favor of other risk mitigation strategies. Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. For all of the below settings, physical distancing by and among adults is strongly recommended, and meetings and curriculum planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time and space should be implemented, such as staggered drop-offs and pickups, and drop-offs and pickups outside when weather allows. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.

The recommendations in each of the age groups below are not instructional strategies but are strategies to optimize the return of students to schools in the context of physical distancing guidelines and the developmentally appropriate implementation of the strategies. Educational experts may have preference for one or another of the guidelines based on the instructional needs of the classes or schools in which they work.

Pre-Kindergarten (Pre-K)
In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

Higher-priority strategies:

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

Lower-priority strategies:

- Face coverings(cloth) for children in the Pre-K setting may be difficult to implement.
- Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

Elementary Schools
Higher-priority strategies:

- Children should wear face coverings when harms (e.g., increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

Lower-priority strategies:

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

Secondary Schools

There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:

- Universal face coverings in middle and high schools when not able to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Desks should be placed 3 to 6 feet apart when feasible.
- Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
    - Ideas that may assist with cohorting:
        - Block schedule (much like colleges, intensive 1-month blocks).
        - Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
        - Have teachers rotate instead of students when feasible.
        - Utilize outdoor spaces when possible.
        - Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
        - Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Physical Distancing in Specific Enclosed Spaces

Bussing

- Encourage alternative modes of transportation for students who have other options.
- Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive, yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus.
- Assigned seating; if possible, assign seats by cohort (same students sit together each day).
- Tape marks showing students where to sit.
- When a 6-foot distance cannot be maintained between students, face coverings should be worn.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (e.g., plexiglass).
- Minimize number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus.
- Have windows open if weather allows.

Hallways

- Consider creating one-way hallways to reduce close contact.
- Place physical guides, such as tape, on floors or sidewalks to create one-way routes.
- Where feasible, keep students in the classroom and rotate teachers instead.
- Stagger class periods by cohorts for movement between classrooms if students must move between classrooms to limit the number of students in the hallway when changing classrooms.
- Assign lockers by cohort or eliminate lockers altogether.

Playgrounds

Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

Meals/Cafeteria

School meals play an important part in addressing food security for children and adolescents. Decisions about how to serve meals must take into account the fact that in many communities there may be more students eligible for free and reduced meals than prior to the pandemic.

- Consider having students cohorted, potentially in their classrooms, especially if students remain in their classroom throughout the day.

- Create separate lunch periods to minimize the number of students in the cafeteria at one time.

- Utilize additional spaces for lunch/break times.

- Utilize outdoor spaces when possible.

- Create an environment that is as safe as possible from exposure to food allergens.

- Wash hands or use hand sanitizer before and after eating.

Cleaning and Disinfection

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene. Infection via aerosols and fomites is less likely. However, because the virus may survive in certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing as a modality of containment is vital.

Cleaning should be performed per established protocols followed by disinfection when appropriate. Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants. When using disinfectants, the manufacturers' instructions must be followed, including duration of dwell time, use of personal protective equipment (PPE), if indicated, and proper ventilation. The use of EPA approved disinfectants against COVID-19 is recommended (EPA List N). When possible, only products labeled as safe for humans and the environment (e.g., Safer or Designed for the Environment), containing active ingredients such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects.

When EPA-approved disinfectants are not available, alternative disinfectants such as diluted bleach or 70% alcohol solutions can be used. Children should not be present when disinfectants are in use and should not participate in disinfecting activities. Most of these products are not safe for use by children, whose "hand-to-mouth" behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures. If disinfection is needed while children are in the classroom, adequate ventilation should be in place and nonirritating products should be used. Disinfectants such as bleach and those containing quaternary ammonium compounds or "Quats" should not be used when children and adolescents are present, because these are known respiratory irritants.

In general, elimination of high-touch surfaces is preferable to frequent cleaning. For example, classroom doors can be left open rather than having students open the door when entering and leaving the classroom or the door can be closed once all students have entered followed by hand sanitizing. As part of increasing social distance between students and surfaces requiring regular cleaning, schools could also consider eliminating the use of lockers, particularly if they are located in shared spaces or hallways, making physical distancing more challenging. If schools decide to use this strategy, it should be done within the context of ensuring that students are not forced to transport unreasonable numbers of books back and forth from school on a regular basis.

When elimination is not possible, surfaces that are used frequently, such a drinking fountains, door handles, sinks and faucet handles, etc., should be cleaned and disinfected at least daily and as often as possible. Bathrooms, in particular, should receive frequent cleaning and disinfection. Shared equipment including computer equipment, keyboards, art supplies, and play or gym equipment should also be disinfected frequently. Hand washing should be promoted before and after touching shared equipment. Computer keyboard covers can be used to facilitate cleaning between users. Routine cleaning practices should be used for indoor areas that have not been used for 7 or more days or outdoor equipment. Surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes should be cleaned following standard protocol. The same applies to floors or carpeted areas.

Outdoor playgrounds/natural play areas only need routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc., should be cleaned and disinfected regularly if used continuously.

UV light kills viruses and bacteria and is used in some controlled settings as a germicide. UV light-emitting devices should not be used in the school setting, because they are not safe for children and adults and can cause skin and eye damage.

Testing and Screening
Virologic testing is an important part of the overall public health strategy to limit the spread of COVID-19. Virologic testing detects the viral RNA from a respiratory (usually nasal) swab specimen. Testing all students for acute SARS-CoV-2 infection prior to the start of school is not feasible in most settings at this time. Even in places where this is possible, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. It is also possible that the nasal swab virologic test result can be negative during the early incubation period of the infection. So, although a negative virologic test result is reassuring, it does not mean that the student or school staff member is not going to subsequently develop COVID-19. Stated another way, a student who is negative for COVID 19 on the first day of school may not remain negative throughout the school year.

If a student or school staff member has a known exposure to COVID-19 (e.g., a household member with laboratory-confirmed SARS-CoV-2 infection or illness consistent with COVID-19) or has COVID-19 symptoms, having a negative virologic test result, according to CDC guidelines, may be warranted for local health authorities to make recommendations regarding contact tracing and/ or school exclusion or school closure.

The other type of testing is serologic blood testing for antibodies to SARS-CoV-2. At the current time, serologic testing should not be used for individual decision-making and has no place in considerations for entrance to or exclusion from school. CDC guidance regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace. The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well.

Schools should have a policy regarding symptom screening and what to do if a student or school staff member becomes sick with COVID-19 symptoms. Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. **School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings.** Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building. In many cases, it will not be practical for temperature checks to be performed prior to students arriving at school. **Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.

In lieu of temperature checks and symptom screening being performed after arrival to school, **methods to allow parent report of temperature checks done at home may be considered.** Resources and time may necessitate this strategy at most schools. The epidemiology of disease in children along with evidence of the utility of temperature screenings in health systems may further justify this approach. Procedures using texting apps, phone systems, or online reporting rely on parent report and may be most practical but possibly unreliable, depending on individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes may be most practical and likely to identify the most ill children who should not be in school. School nurses or nurse aides should be equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students who may have COVID-19 symptoms.

COVID-19 infection manifests similarly to other respiratory illness in children. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. According to the CDC, children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. A

student or staff member excluded because of symptoms of COVID-19 should be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.

Face Coverings and PPE

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (e.g., developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills stories (see resource section) can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (e.g., the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. Although there are products (e.g., face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.

School health staff should be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields or another eye protection. School health staff should be aware of the [CDC guidance on infection control](#) measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible. The [CDC recommends](#) that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask). Schools should work with families and health care providers to assist with obtaining an inhaler for students with

limited access. In addition, schools should work to develop and implement asthma action plans, which may include directly observed controller medication administration in schools to promote optimal asthma control. If required while waiting for a student to be picked up to go home or for emergency personnel to arrive, when using nebulizer or a peak flow meter, school health staff should wear gloves, an N95 facemask, and eye protection. Staff should be trained on proper donning and doffing procedures and follow the CDC guidance regarding precautions when performing aerosol-generating procedures. Nebulizer treatments should be performed in a space that limits exposure to others and with minimal staff present. Rooms should be well ventilated, or treatments should be performed outside. After the use of the nebulizer, the room should undergo routine cleaning and disinfection.

School staff working with students who are unable to wear a cloth face covering and who must be in close proximity to them should ideally wear N95 masks. When access to N95 masks is limited, a surgical mask in combination with a face shield should be used. Face shields or other forms of eye protection should also be used when working with students unable to manage secretions.

On-site School Based Health Services
On-site school health services should be supported if available, to complement the pediatric medical home and to provide pediatric acute and chronic care. Collaboration with school nurses will be essential, and school districts should involve School Health Services staff early in the planning phase for reopening and consider collaborative strategies that address and prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.

Education
The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Students With Disabilities
The impact of loss of instructional time and related services, including mental health services as well as occupational, physical, and speech/language therapy during the period of school closures is significant for students with disabilities. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services. In addition, schools can expect a backlog in evaluations; therefore, plans to prioritize those for new referrals as opposed to re-evaluations will be important. = Many school districts require adequate instructional effort before determining eligibility for special education

services. However, virtual instruction or lack of instruction should not be reasons to avoid starting services such as response-to-intervention (RTI) services, even if a final eligibility determination is postponed.

Behavioral Health/Emotional Support for Children and Adolescents
Schools should anticipate and be prepared to address a wide range of mental health needs of children and staff when schools reopen. Preparation for [infection control](#) is vital and admittedly complex during an evolving pandemic. But the emotional impact of the pandemic, financial/employment concerns, social isolation, and growing concerns about systemic racial inequity — coupled with prolonged limited access to critical school-based mental health services and the support and assistance of school professionals — demands careful attention and planning as well. Schools should be prepared to adopt an approach for mental health support.

Schools should consider providing training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic. Students requiring mental health support should be referred to school mental health professionals.

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, schools should develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to need in-person evaluation, even before schools reopen.

School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans should already be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance.

Schools need to incorporate academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to even return to baseline rates. These expectations should be communicated to educators, students, and family members so that school does not become a source of further distress.

Mental Health of Staff

The personal impact on educators and other school staff should be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported. The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening. The individual needs and concerns of school professionals should be addressed with accommodations made as needed (e.g., for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

Food Insecurity

In 2018, 11.8 million children and adolescents (1 in 7) in the United States lived in a food-insecure household. The coronavirus pandemic has led to increased unemployment and poverty for America's families, which in turn will likely increase even further the number of families who experience food insecurity. School re-entry planning must consider the many children and adolescents who experience food insecurity already (especially at-risk and low-income populations) and who will have limited access to routine meals through the school district if schools remain closed. The short- and long-term effects of food insecurity in children and adolescents are profound. **Plans should be made prior to the start of the school year for how students participating in free- and reduced- meal programs will receive food in the event of a school closure or if they are excluded from school because of illness or SARS-CoV-2 infection.**

Immunizations

Existing school immunization requirements should be maintained and not deferred because of the current pandemic. In addition, although influenza vaccination is generally not required for school attendance, in the coming academic year, it should be highly encouraged for all students. School districts should consider requiring influenza vaccination for all staff members. Pediatricians should work with schools and local public health authorities to promote childhood vaccination messaging well before the start of the school year. It is vital that all children receive recommend vaccinations on time and get caught up if they are behind as a result of the pandemic. The capacity of the health care

system to support increased demand for vaccinations should be addressed through a multifaceted collaborative and coordinated approach among all child-serving agencies including schools.

Organized Activities

It is likely that sporting events, practices, and conditioning sessions will be limited in many locations. Preparticipation evaluations should be conducted in alignment with the [AAP Preparticipation Physical Evaluation Monograph](#), 5th ed, and state and local guidance.

Resources

- [Coalition to Support Grieving Students](#)
- [Using Social Stories to Support People with I/DD During the COVID-19 Emergency](#)
- [Social Stories for Young and Old on COVID-19](#)

Additional Information

If you need a print version of this guidance, use the Print icon at the top of the page or download a pdf [here](#).

- Information for Parents on HealthyChildren.org: [Returning to School During COVID-19](#)
- [Guidance Related to Childcare During COVID-19](#)
- [Guidance on Providing Pediatric Well-Care During COVID-19](#)
- [List of latest AAP News articles on COVID-19](#)
- *Pediatrics* [COVID-19 Collection](#)
- [COVID-19 Advocacy Resources](#)(Login required)
- [Centers for Disease Control and Prevention: Considerations for Schools](#)
- [Centers for Disease Control and Prevention: School Decision Tree](#)
- [Centers for Disease Control and Prevention: Activities and Initiatives Supporting the COVID Response](#)

Interim Guidance Disclaimer: The COVID-19 clinical interim guidance provided here has been updated based on current evidence and information available at the time of publishing. Guidance will be regularly reviewed with regards to the evolving nature of the pandemic and emerging evidence. All interim guidance will be presumed to expire in December 2020 unless otherwise specified.

Science and community circumstances must guide decision-making; funding is critical

Washington, DC—The American Academy of Pediatrics (AAP), American Federation of Teachers (AFT), National Education Association (NEA) and AASA, The School Superintendents Association, join together today in the following statement on the safe return of students, teachers, and staff to schools:

"Educators and pediatricians share the goal of children returning safely to school this fall. Our organizations are committed to doing everything we can so that all students have the opportunity to safely resume in-person learning.

"We recognize that children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity. Our nation's response to COVID-19 has laid bare inequities and consequences for children that must be addressed. This pandemic is especially hard on families who rely on school lunches, have children with disabilities, or lack access to Internet or health care.

"Returning to school is important for the healthy development and well-being of children, but we must pursue re-opening in a way that is safe for all students, teachers and staff. Science should drive decision-making on safely reopening schools. Public health agencies must make recommendations based on evidence, not politics. We should leave it to health experts to tell us when the time is best to open up school buildings, and listen to educators and administrators to shape how we do it.

"Local school leaders, public health experts, educators and parents must be at the center of decisions about how and when to reopen schools, taking into account the spread of COVID-19 in their communities and the capacities of school districts to adapt safety protocols to make in-person learning safe and feasible. For instance, schools in areas with high levels of COVID-19 community spread should not be compelled to reopen against the judgment of local experts**.** A one-size-fits-all approach is not appropriate for return to school decisions.

"Reopening schools in a way that maximizes safety, learning, and the well-being of children, teachers, and staff will clearly require substantial new investments in our schools and campuses. We call on Congress and the administration to provide the federal resources needed to ensure that inadequate funding does not stand in the way of safely educating and caring for children in our schools. Withholding funding from schools that do not open in person fulltime would be a misguided approach, putting already financially strapped schools in an impossible position that would threaten the health of students and teachers.

"The pandemic has reminded so many what we have long understood: that educators are invaluable in children's lives and that attending school in person offers children a wide array of health and educational benefits. For our country to truly value children, elected leaders must come together to appropriately support schools in safely returning students to the classroom and reopening schools."

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About the American Academy of Pediatrics
The American Academy of Pediatrics is an organization of 67,000 primary care pediatricians, pediatric medical subspecialists and pediatric surgical specialists dedicated to the health, safety and well-being of infants, children, adolescents and young adults. For more information, visit www.aap.org and follow us on Twitter @AmerAcadPeds

About the American Federation of Teachers
The AFT represents 1.7 million pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; nurses and healthcare workers; and early childhood educators.

About the National Education Association
The National Education Association is the nation's largest professional employee organization, representing more than 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, students preparing to become teachers, healthcare workers, and public employees. Learn more at www.nea.org

About AASA
AASA, The School Superintendents Association, founded in 1865, is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA's mission is to support and develop effective school system leaders who are dedicated to equitable access for all students to the highest quality public education. For more information, visit www.aasa.org

IV. **REVIEW AND REMOVAL OF RACIST SCHOOL NAMES - FIRST READ**

Prepared for: Corvallis School Board
Prepared by: Vincent Adams, Board Position #4
Meeting Date: July 30, 2020

Resolution Number 20-1001:   FIRST READ
REVIEW AND REMOVAL OF RACIST
SCHOOL NAMES

Background

Since May 25, 2020, when George Floyd was killed by a law police officer, the United States has bore witness to renewed outcry for racial justice. School districts across the nation have taken up anti-racism resolutions committing to advance equity in their schools. Other institutions, including prominent universities, have removed the names of racist figures from buildings.

Many buildings in the Corvallis School District are named for U.S. Presidents, some of whom held views that are corrosive to the values of district and are not appropriate for celebration on facilities for the education of children. Of particular note are Woodrow Wilson, who was an avowed racist and segregationist; Herbert Hoover, who was openly racist; and Thomas Jefferson, who was a committed slave owner and sired children with one of his female slaves.

The proposed resolution seeks to quickly address the injury of the naming of Corvallis School District buildings for the aforementioned presidents, and establish a deliberate process for the district to comprehensively review the names of the remaining schools and their replacement as necessary.

Involvement
Director Vincent Adams (Sponsor), Director Sami Al-Abdrabbuh, Director Luhui Whitebear

Cost Impact
Purchase of interpretive signage at each building

Corvallis School District 509J
Resolution Number 10-1001
REVIEW AND REMOVAL OF RACIST SCHOOL NAMES

WHEREAS, Systemic racism and racial oppression have plagued our nation for over 400 years and is evident in national, state, and local institutions, including law enforcement, prisons, and public education, and have led to physical, political, legal, economic, and environmental harm on people of color in the United States and Oregon; and

WHEREAS, education is a key lever for creating a more equitable and anti-racist community, nation, and world; and

WHEREAS, The Corvallis School District has worked to be a leader on racial equity over the last several years with initiatives including operationalizing and implementing an educational equity plan, establishing equity as a strategic priority and essential lens to critically analyze our current system, policies and practices in collaboration with stakeholder groups, processes for equitable decision-making, supporting Student Affinity Groups, and developing Building Equity Teams, but we also recognize that the district has not done enough to combat racism or proactively teach anti-racism, and as a result, people of color in our education community still regularly experience racism and discrimination in our schools; and

WHEREAS, in moving from planning to action, our district is committed to drawing on the perspective and feedback from the collection of diverse voices to identify concrete actions that must be taken to advance this work, and continuing to ensure that these voices are elevated in decision-making processes; and

WHEREAS, our community and nation's future requires that systemic racial oppression be dismantled, and that the removal of a historical figure's name from a building does not constitute erasure from history, but a conscious choice to amplify those societal values that must be taken into the future to promote equity, and ensure ALL children are able to thrive and grow; and

WHEREAS, As leaders of our Corvallis School District and role models for young people, it is our charge to call out racism in all its forms and stand up against injustice especially in our public education system.

Therefore, let it be resolved by the Board of Education of the Corvallis School District:

1. In accordance with Policy FF, all schools or other facilities bearing the names of Woodrow Wilson, Herbert Hoover, and Thomas Jefferson have their names immediately removed, and interim designations assigned by the district pending renaming under the process described herein.

2. The Corvallis School District, in accordance with Policy FF-AR, will initiate a community engaged process to review the names of all schools in the district and make recommendations for replacement or retention.

   a. The goal of this process will be to make recommendations to the board for the appropriate names for all buildings and facilities:

      i. Utilizing the core values and guiding principles of the district,

      ii. That is informed by student and public input throughout the process,

      iii. Aligned with Board Policy JBB – Educational Equity, and

      iv. Considers the impact of proposed name changes on underserved, diverse and marginalized individuals and groups.

   b. The Superintendent has latitude to determine the scope of the process, but should be reviewed within the board's parameters:

      i. School names should inspire children and the community.

      ii. Those included in the process should include students, parents/guardians, building staff, members of the community with lived experience of race, and expertise in social justice.

      iii. The social justice implications of the history, work, and representation of any figure for whom a school is named should be fully explored and understood. Preference in recommendations should be given to figures who valued and worked for social justice in their lives. Those that intentionally perpetuated white dominance (i.e. slave holders, racist and /or anti-Indigenous views, etc.) will not be considered.

      iv. At least one school in Corvallis should have a name that honors the local Indigenous people chosen in consultation with the two local Tribes.

      v. At least one school in Corvallis should have a name that honors the community's connection to place.

   c. School groups or committees developing recommendations may provide more than one name proposal for the board to consider.

   d. For the purpose of observing and learning, members of the board will serve as ex-officio/liaison members of school groups or committees engaged in this process.

   e. The relevance and meaning of school names should be communicated through interpretive signage on site and integrated into the culture and taught progressively in the curriculum of schools.

f. This process is not a substitution, but rather an addition to other substantive anti-racist efforts the district is undertaking, and is not to be considered as a symbolic gesture intended to appease people of color who are students, staff, or members of the community.

Adopted this day _____

Signed: **Attested:**

_____   _____
Sami Al-Abdrubbah   Ryan Noss
Board Chair   Superintendent

Renaming conversation—submitted by Jay Conroy, Board Member

For purposes of aiding Board discussion around renaming of district facilities at this evening's and future meetings, I am submitting the following material:

1. **Eugene 4J AR**—FF-AR Naming Schools, Programs and Properties (with parenthetical amendment for language I will propose for our district) (pp. 1-3);

2. **Portland Public Schools--Administrative Directive** 2.20.011-AD--Procedures for Naming School District Property (pp. 4-6);

3. **Medford School District 549C** Code: FF **Naming Facilities** (p. 7); and   ,

4. **Corvallis 509J** Code: FF-AR   **Naming or renaming facilities or areas** (p. 8)

Eugene School District 4j

Code: FF-AR
Revised/Reviewed: 6/01/15; 10/03/18
Orig. Code: FF-AR

Naming Schools, Programs and Properties

Proposals for naming or renaming schools, programs and facilities should be sent to (Asst. Superintendent) communications department with a copy to the superintendent. The (Asst. Superintendent) communications department will be responsible for assisting schools in naming and renaming efforts in accordance with board policy FF - Naming Schools, Programs and Properties and this administrative rule. The Board will make the final decision.

The procedure for application of those criteria and conditions in naming and renaming a school facility or other district facilities shall take place in the following manner.
….

Renaming of Schools, Programs and School Facilities

On occasion there may be proposals to rename existing schools, programs, school buildings or areas within a school from individuals, petitions, chosen committees or other representative groups.

Requests will be received by the principal.

Requests should be supported by a rationale; documentation of staff, student, parent and community support; a fiscal impact statement; and suggested methods of covering the expense of the name change.

The principal will notify the (Asst. Superintendent) communications department of the name change request and a decision will be made whether or not to proceed, based upon evaluation of the request and rationale relative to Board policy FF - Naming Schools, Programs and Properties. If the principal

and (Asst. Superintendent) communications department decide not to proceed, a letter outlining the reason will be sent to the proposer(s).

If a decision is made to proceed, the (Asst. Superintendent(communications department will undertake a naming process.

When a decision has been made to undertake a naming process, it will proceed as follows:

    1. The (Asst. Superintendent(communications department will appoint a naming recommendation committee.

    2. The naming recommendation committee will consist of stakeholders including:

        a. For a school, program or school facility:

            (1) A Board member;

            (2) A district administrator;

            (3) The principal;

            (4) At least one teacher;

            (5) At least one classified employee;

            (6) A parent representative of the site council;

            (7) At least one community member from the immediate community served by the facility;

            (8) At least one student (when naming a high school);

            (9) The athletic coordinator or athletic director (when naming a high school); and

            (10) Other appropriate members designated by the communications department.

        b. For a nonschool facility:

            (1) A Board member;

            (2) A district administrator;

             (3) A teacher;

            (4) A classified employee;

            (5) At least one community member from the community served by the facility: and

            (6) Other appropriate members designated by the communications department.

    3. The committee, working with the communications department, will:

        a. Set a timeline for choosing a name. For new schools, programs and facilities, the timeline must be consistent with the schedule to open the school, program or facility.

        b. Notify the school community, neighborhood community, community groups, employee groups and district administrative staff about the naming process.

c. Make available multiple methods for interested parties to provide input; this may include holding one or more public meetings to hear comment from community members, parents, prospective students and staff.

d. Ensure that the proposed names meet the criteria outlined in Board policy FF – Naming Schools, Programs and Properties.

e. Give consideration to the historical background of the proposed names to ensure that they are not associated with activities that are in conflict with the district's mission, goals and nondiscrimination policy.

f. After consideration, vote to select a short list of proposed names (typically three to five).

4. On or before the conclusion of the designated timeline, the communications department and the committee will forward to the superintendent the committee's short list of proposed names, a description of the process used to determine the names, a brief rationale for each name, and the extent of support for the names in the school and neighborhood communities.

5. The superintendent will ensure that the procedural requirements of Board policy FF – Naming Schools, Programs and Properties and this administrative regulation are satisfied and will bring a recommendation to the Board for their consideration.

6. The Board will consider the proposal, gathering additional information and holding public hearings, as they deem necessary, and then vote on the proposal.

7. The decision of the Board will be final.

_____

Portland Public Schools

Administrative Directive 2.20.011-AD
Procedures for Naming School District Property

Board Policy 2.20.010-P Naming School District Property sets forth criteria and conditions for naming and development of associated brand elements of district properties and programs. Naming school district properties includes but is not limited to, naming schools, school facilities, programs, non-school facilities, as well as school mascots, symbols, logos and other images used to represent district property and programs.

The Superintendent may initiate the process for naming, renaming, or rebranding of programs and properties independently. The Superintendent may also receive requests to rename schools or non-school facilities from individuals, petitions, chosen committees, or other representative groups. To initiate the process for renaming, a request must be submitted to the superintendent for approval and must include the rationale for the request and information detailing the level of support for the request.

If approved by the Superintendent, the Communications and Public Engagement Department will be assigned to establish a timeline and to initiate the process for establishing a new name or for renaming an existing property, program, etc.

It is the responsibility of the Communications and Public Engagement department to ensure procedural requirements of board policy # 2.20.010-P and this administrative directive are satisfied and remain consistent with the district's brand guidelines.

For the purpose of this administrative directive, the following definitions will apply:

> 1. Definitions
>
>> a. School. An institution with a separate organizational structure that has an assigned administrator and site council, a teaching staff, and budget and curriculum that meets state content standards.
>> ….
>>
>> j. Community / School Community. The students, family, caregivers, faculty, administration, alumni, community partners, and other key stakeholders.
>> k. Brand. A school or district's identity including more than just names and logos. Branding captures values, culture, and personality. It defines how identity will be represented.

The procedure for naming and renaming shall take place in the following manner:

I. Naming and renaming

> **1. School facilities, focus options, programs, conversions, mergers, reconfigurations, mascots.**

a. At the direction of the Superintendent, the Communications and Public Engagement department will establish a timeline for the naming process and will work with the school principal to form a naming committee.

b. The committee will be facilitated by a member of the Communications and Public Engagement department and shall include the school principal and representatives from the school's community including current students, staff (at least one teacher and one classified employee), community partners, alumni, and any other key stakeholders. The Communications and Public Engagement department will work with the principal to determine how representatives are selected for the committee.

c. The charge of the committee will be to solicit input from the greater school community and to make a recommendation to the Superintendent for consideration. This will be a two-part process to first establish a name – followed by the development of brand identity elements. Both steps will follow the same process.

d. The committee, working with the Communications and Public Engagement Department, will notify the staff, students, parents, and community groups of affected schools about the naming process.

e. The committee will ensure a process for all interested parties to provide input.

f. The committee will ensure that the name selected meets the criteria outlined in Board Policy 2.20.020-P. Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District's mission, goals, and policy of nondiscrimination.

g. The recommendation must contain:

> 1. Documentation of the level of school community support and the process used to determine that support. The documentation must show that current and former students along with school staff have been included in the discussions and should include the names of committee members and a description of the process used to form the committee.
> 2. Documentation of consideration given to the historical background of the name and its relevance to the community served by the school.
> 3. A fiscal impact statement and suggested methods of covering the expense of the name change.
> 4. If the name change is being proposed to address discrimination or because the current name does not comply with the criteria specified in Board Policy 2.20.010-P, the party is exempted from providing a fiscal impact statement.

h. The Superintendent will review the recommendation, and when approved, the Superintendent will present the recommended name to the full board for final approval.

i. The full Board will vote to approve the recommendation. The decision of the Board will be final.

j. Once a name is approved, the Communications and Public Engagement department will develop brand identity elements. Brand identity elements, including symbols, marks, or logos will be submitted to the Superintendent for approval.

Medford School District 549C

Code: FF
Adopted: 12/05/06
Revised/Readopted: 5/06/19
Orig. Code(s): FF

Naming Facilities

The general policy is to name schools and other district facilities for early pioneers of Jackson County or the state of Oregon; or after the geographic area which it serves, or for persons who have attained prominence, in the fields of education, science, the Arts, statesmanship, political science, or military achievement.

The general procedure for selecting a school or other district facility name shall be as follows:

 1. The Board shall appoint a committee;

 2. The appointed committee will seek community input for name proposals;

3. The Board shall then make the final name selection from the list the committee submitted.

Corvallis School District 509J

Code: FF-AR
Revised/Reviewed: 10/11/04

Naming or Renaming of Facilities or Areas

Generally, the district will name schools or other district facilities as a total facility.

1. A building or area may be named in a manner descriptive of its geographic location or using thematic names which reflect the character of the community culturally and historically or which identify it by reference to indigenous and characteristic flora and fauna.
2. A building may be named in recognition of noted local, state, national or international figures.
Preference will be given to naming a building after individuals who are deceased or no longer active in their careers.
3. Occasionally, the district may name a specific area or subpart of a facility for an individual, organization, or geographic region. Generally, these names will follow the guidelines specified above in 1. and 2. Subparts will not be named for living individuals except in extenuating circumstances.
Extenuating circumstances for naming partial facilities may include exceptional contributions, either by lifetime effort or financial donations, for a particular building or location. The Board and/or a committee designated by the Board will conduct a specific review of these contributions. The kinds of contributions that may be considered will include:
   a. Length and magnitude of service;

   b. Relationship of service to the particular facility or area. Prior to taking final affirmative action on a proposal to give a facility or area the name of a local person, the Board chair or designee will contact the person or members of the immediate family (spouse, children, siblings) to solicit their views on the appropriateness of the proposed recognition. Responses of these relatives will be given consideration.
   c. The Board will review any proposed individual's background to ensure that he or she represents the Board's values for our district.
4. The Board may specify additional requirements for each new request/recommendation.

Process

Proposals for the naming and/or renaming of district locations or facilities will be filed in writing with the superintendent. Proposals will be considered by the Board as determined by the Board chair and the superintendent.

Naming or Renaming of Facilities or Areas - FF-AR

V.   **DIANE EFSEAFF MEMORIAL SCHOLARSHIP PROGRAM**

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: July 30, 2020

Diane Efseaff Memorial Scholarship Program   NO ACTION REQUESTED

Background

The Corvallis School District was selected for the 2020-2021 Diane Efseaff Memorial Scholarship Program pending approval by the Board. At the September 12, 2020 meeting, the Board will be asked to approve participation in the program.

Attached is the School District's application, which provides additional information regarding the program.

APPLICATION 2020

OSBA believes that school boards have an integral role to play in the continual improvement of student learning. We believe that role is a collaborative governance one with the superintendent/college president and a Distributed Leadership Team (DLT). Participation in the Diane Efseaff Memorial Scholarship Program (DEMSP) includes meetings with the school board, superintendent/president and the DLT. If your system does not yet have a DLT, OSBA will help you in establishing one, and if your system has a DLT, we will help in learning how to integrate its work with the role of the school board.

District/ESD/Community college
Corvallis School District

Name of person submitting application
Sami Al-Abdrabbuh

Title
Board Chair

Email address
sami@corvallis.k12.or.us

Phone
5412836611

This application also functions as your board's intent to participate. It is due to OSBA by **JULY 1, 2020**. OSBA will announce selected applicants by August 3, 2020.

Boards selected through the Diane Efseaff Memorial Scholarship Program application process are making a significant commitment of time to training and/or project work, which could result in a significant change in how the school board has done its work in the past. Selected boards that complete all aspects of the program (as described below) will receive either $2,500 or $5,000 of scholarship money to distribute to one or more students.

Boards may choose to participate in the full DEMSP or the half program.
Each program is described on page 2 and 3.

Program is dependent on approved funding by the OSBA board.

FULL DEMSP:

This program is ideal for boards that have not completed OSBA's Basic and Intermediate Roles and Responsibilities trainings in the last 12 months, or that have had significant turnover on the board since last completing the training. It may also be ideal for boards that wish to develop/revise a board operating agreement, a board self-evaluation, or the superintendent/president evaluation process, and/or that desire to invest deeply in their own professional development.

Boards applying for this program must be willing to commit to a minimum of 18 hours of professional development/project work. **DEMSP sessions must be scheduled as stand-alone special meetings and are not to be combined with other board business. Full board participation is expected at the DEMSP sessions.** Boards that complete the program will earn a $5,000 scholarship to distribute to one or more students.

A sample program outline is below:

SESSION	TOPIC	TIME COMMITMENT
Session 1	Facilitated assessment of board training needs, setting expectations, designing project goals and outcomes, scheduling future sessions	Approx. 3 hours
Session 2	Customized Board Training	Approx. 3 hours
Session 3	Customized Board Training	Approx. 3 hours
Session 4	Project session 1 *(with District Leadership Team)*	Approx. 3 hours
Session 5	Project session 2 *(with District Leadership Team)*	Approx. 3 hours
Session 6	Final project session *(with District Leadership Team)*	Approx. 3 hours
Session 7	OPTIONAL - Facilitated board self-evaluation and/or superintendent/president evaluation work session	Approx. 3 hours (This can take place at any time within the year.)

HALF DEMSP:

This program may be ideal for boards that have recently completed OSBA's Basic and Intermediate Roles and Responsibilities trainings and have had no significant turnover on the board since last completing the training. It may also be ideal for boards that wish to expand on a previous scholarship project or complete a different project, or that have less time to commit to the board's professional development.

Boards applying for this program must be willing to commit to a minimum of 12 hours of professional development/project work. **DEMSP sessions must be scheduled as stand-alone special meetings and are not to be combined with other board business. Full board participation is expected at the DEMSP sessions.** Boards that complete the program will earn a $2,500 scholarship to distribute to one or more students.

A sample program outline is below:

SESSION	TOPIC	TIME COMMITMENT
Session 1	Facilitated assessment of board needs for project, setting expectations, designing project outcomes, scheduling future sessions	Approx. 3 hours
Session 2	Project session 1 *(with District Leadership Team)*	Approx. 3 hours
Session 3	Project session 2 *(with District Leadership Team)*	Approx. 3 hours
Session 4	Final project session *(with District Leadership Team)*	Approx. 3 hours
Session 5	OPTIONAL - Facilitated board self-evaluation and/or superintendent/president evaluation work session	Approx. 3 hours (This can take place at any time within the year.)

BOARD PROJECT

Each participating board must complete a board project (to be approved by OSBA's Director of Board Development). The board project must be:

- Designed to impact student achievement for all students
- Relate to a potential, proposed or newly adopted district initiative

(Examples of this might include a districtwide implementation of AVID or Restorative Justice, setting board goals or building a long-term monitoring plan for a newly adopted strategic plan.)

The first session of the DEMSP will be planning the project and learning how the principles of collaborative governance apply. The superintendent/president may be asked to build a District Leadership Team (DLT) to meet with the board for project sessions.

The project sessions will be co-created with the OSBA facilitator and will address the five roles of the board, as outlined in the Iowa Lighthouse research:

1. Set clear expectations
2. Learn as a board team
3. Provide support to ensure success
4. Hold the system accountable
5. Build the community will to succeed

OTHER REQUIREMENTS

The board must submit evidence that the board has formally agreed to apply for and, if selected, participate in the Diane Efseaff Memorial Scholarship Program as described in this application.

During the eligibility period (7/1/20 – 6/30/21), you must submit documentation of the following:

1. Completed superintendent/president evaluation
2. Completed board self-evaluation using the OSBA online board self-evaluation tool

PRICING

PROGRAM	COST
Full DEMSP *(minimum 6 sessions; 18 hours)*	$2,400 plus travel expenses *(mileage, meals and hotel, if applicable)*
Half DEMSP *(minimum 4 sessions; 12 hours)*	$1,600 plus travel expenses *(mileage, meals and hotel, if applicable)*
Additional DEMSP-related session *(if needed)*	No workshop cost; expenses only *(mileage, meals and hotel, if applicable)*

APPLICATION AND ACKNOWLEDGEMENTS

Please use the space below to respond to the following questions:

1. Identify whether the board is applying for the full DEMSP or the half DEMSP. Select one:

   o   Full program

   o   Half program   + Board self-evaluation

2. Describe why the board wants to participate in the DEMSP and what the board hopes to learn by participating in this program. (For example, what are your greatest hopes for the system and board if selected to participate?)

The Corvallis School Board would like to participate in the DEMSP to build on the work that we did with the Promise Scholarship program last year. Through that work we identified two areas we would like to focus on as a board. The first is to better engage the public, educate our constituents about the role of a school board, and explain how and why we do our work. The second is to build the board's capacity to support racial equity through examining our policies through an equity lens to determine their impacts on vulnerable and marginalized populations.

If we are selected to participate in the DEMSP we would like to strengthen our process for revising and adopting policies with a focus on racial equity and educate the community about the work we are engaged in and our role in supporting racial equity in our district.

3. Is there a specific aspect of student achievement you hope to impact through participation in this program?

Over the past six years, graduation rates have continued to rise in the Corvallis School District. We have closed the gap for our LatinX students (graduating at 89%) with all students graduating at 89% and our white students graduating at 88%. This is the second year in a row that the gap has been closed.

While the achievement gap has been closed for students graduating, there continue to be gaps as students move towards graduation. Our third grade math and language arts results show an achievement gap for our emerging bilingual, LatinX, American Indian and Alaskan Native students. When these groups of students meet proficiency earlier in their school career they are able to access more rigorous coursework throughout their K-12 education.

4. List the board's professional development activities within the last 24 months.

Board training:
OSBA Promise Scholarship – full program
Center for Reform of School Systems – board governance, goal setting, and policy development training

Conferences:
OSBA Summer Conference
OSBA Annual Meeting

Participation by individual board members
Chair Sami Al-AbdRabbuh – School Board Members of Color Caucus District 4 Representative
Vice Chair Sarah Finger McDonald – Legislative Policy Committee Linn/Benton/Lincoln Region

5. Please explain your current board governance practices and what you're looking to change (if any) by implementing a collaborative governance model.

The board uses guiding principles as a statement of values that shows the alignment between board policies and district operations. The board also adopted group working agreement that ensures collaborative effective relationship with the Superintendent and within the board membership.
The board is looking to strengthen its collaborative governance through the following two areas:
1- Public engagement: focusing on effective public engagement that includes educating constituents about the board role, board values and goals, and identifying effective areas of public engagement.
2- Transformative Policy Making process: strengthening our policy making process to elaborate on how such policies are developed and how to incorporate a racial equity/justice lens that is mindful to how vulnerable and marginalized populations are impacted by such policies.

Please read and initial each item below:

SA
_____ I acknowledge that I have read and understand all parts of the application.

_____ The board has formally agreed to apply for and participate in the DEMSP. A copy of the resolution, motion and/or board minutes is included as documentation.

SA
_____ The board understands the time commitment involved in the DEMSP and has agreed to schedule DEMSP sessions with the facilitator as stand-alone special meetings (not combined with other agenda items). The board has agreed to devote approximately three hours to each session.

SA
_____ The board has agreed to full board participation and to have at minimum a quorum present in each session with OSBA.
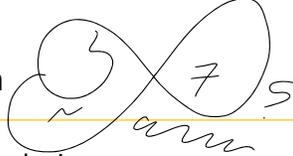
SA
_____ The board has agreed to complete all project requirements by June 30, 2021.

SA
_____ The board understands that all requirements of the DEMSP must be met before the district is awarded the $5,000 or $2,500 scholarship funds.

Sami Al-Abdrabbuh   July 5th, 2020
_____   _____
Signature of board chair   Date

DEMSP CHECKLIST

Use this checklist to check your progress on the DEMSP.

☐ Application submitted by 7/1/2020. Included:

- Completed application form and acknowledgements page
- Board chair signature
- Copy of minutes and/or resolution/motion documenting the board vote to apply for and participate in the DEMSP

☐ Basic Roles and Responsibilities training completed
   (full program): _____

☐ Intermediate Roles and Responsibilities training completed
   (full program): _____

☐ Initial DEMSP session completed: _____

☐ Session #2 completed: _____

☐ Session #3 completed: _____

☐ Session #4 completed: _____

☐ Session #5 completed (full program): _____

☐ Session #6 completed (full program): _____

☐ Superintendent/president evaluation completed, and documentation sent to
   OSBA: _____

☐ Board self-evaluation completed using the OSBA online self-evaluation
   tool: _____

VI.   CONSOLIDATED ACTION

A. Ratify 2020-21 Actions Taken in June

Prepared for: Corvallis School Board
Prepared by: Lindsey Kang, Board Secretary
Meeting Date: July 30, 2020
Applicable Policy: Board Policy BC/BCA – Board Organization/Board Organizational Meeting

Ratify 2020-21 Organizational Actions   ACTION REQUESTED

Background

The Board is required to take action on certain organizational items no later than July 1 of each fiscal year. Because the Corvallis School Board's first meeting each fiscal year does not occur until August, the Board takes action in the prior fiscal year and then ratifies those actions at its July meeting as a formality. The annual organizational items are:

1. Election of officers.

2. Adoption of the 2020-21 board meeting schedule.

3. Resolution No. 20-0601: Adopt 2020-21 Budget, Make Appropriations, Impose Property Taxes, and Categorize Taxes

4. Resolution No. 20-0602: Transfer of Appropriations in General Fund, District Donation Fund, Designated Facilities Fund, and Designated Revenue Fund

5. Resolution No. 20-0603: Designation of District Officers, Clerks, Agents, and Depositories of Funds (2019-20 Organizational Resolution)

6. Resolution No. 20-0604 – Amendment to 2019-21 Linn Benton Lincoln Education Service District Local Service Plan

ACTION REQUESTED:

Ratify the 2020-21 actions taken the prior fiscal year.

MOTION REQUESTED:

"I move to ratify the 2020-21 actions that were taken by the Board in fiscal year 2019-20."

B. Change in Non-Represented Positions/Salary: Maintenance Supervisor and Custodial & Operations Manager

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Direct
Meeting Date: July 30, 2020

Change in Non-Represented Positions/Salary: ACTION REQUESTED
Maintenance Supervisor and Custodial & Operations Manager

Background
In the Facilities and Transportation Department there is a Maintenance Supervisor position and Custodial & Operations Manager position. One position was recently vacated and the other employee is retiring effective August 31, 2020. In evaluating the needs of the department the district will be moving the operational management duties to the maintenance supervisor role and will update the name of the position. This change in structure between the two supervisor positions will better meet the needs of the overall department.

The Maintenance Supervisor position will be retitled Facilities Manager with the operational management duties added and placed at the Custodial & Operations Manager salary range:

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Manager/Facilities	**260**	**73,979**	**75,817**	**77,703**	**79,635**	**81,625**	**83,666**

The Custodial and Operations Manager will be retitled Custodial Supervisor, the operational management duties removed, and placed at the Maintenance Supervisor salary range:

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Supervisor/Custodial	**260**	**65,677**	**67,308**	**68,980**	**70,696**	**72,462**	**74,274**

The Board approves salary schedules for employee groups and there currently is a salary range for the Maintenance Supervisor and Custodial & Operations Manager. The district is asking the Board to approve swapping the salaries for the two positions based on the restructure. There is no financial impact and the district is not adding positions.

ACTION REQUESTED
Approve the change in salary placement for the updated positions of Facilities Manager and Custodial Supervisor under the Non-Represented Employee salary and benefits agreement.

MOTION REQUESTED
"I move to change the salary placement for the updated positions of Facilities Manager and Custodial Supervisor to the Non-Represented Employee salary and benefits agreement."

C. Extension of Superintendent's Contract

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: July 30, 2020

Extension of Superintendent Contract   ACTION REQUESTED

Background

The Superintendent's Agreement is for a period of three years. This Agreement may be extended each year for one additional year by mutual agreement following July 1st of each year creating a rolling three-year contract. This extension is dependent on a satisfactory evaluation of the superintendent and is at the discretion of the Board. The current contract expires June 30, 2022.

Superintendent Noss is requesting a one year extension to his employment contract with the District. He received a satisfactory evaluation from the Board this past spring allowing this request to be made at this time. This one year extension would extend his employment contract to June 30, 2023.

ACTION REQUESTED

Extend the Superintendent's contract by a period of one year to June 30, 2023.

MOTION REQUESTED

"I move to extend the Superintendent's contract by a period of one year to June 30, 2023."

ADDENDUM
Employment Contract for Superintendent

The following changes are being made to the Employment Contract with Ryan Noss, Superintendent effective July 30, 2020.

SECTION 2. LENGTH OF AGREEMENT, SUBSEQUENT CONTRACTS:

The Superintendent's Agreement is for a period of three years. This Agreement may be extended each year for one additional year by mutual agreement following July 1st of each year creating a rolling three-year contract. This extension is dependent on a satisfactory evaluation of the superintendent and is at the discretion of the Board.

Superintendent Noss has been granted a one year extension to his employment contract with the District. He received a satisfactory evaluation from the Board this past spring allowing this request to be made at this time. This one year extension extends his employment contract to June 30, 2023.

Approved this 30th day of July 2020.

_____   _____
Sami Al-AbdRabbuh   Ryan Noss
Board Chair   Superintendent

VII. **BOARD MEMBER COMMENTS**

VIII. **ADJOURNMENT (9:00 p.m.)***

*All times are approximate.

Note: *The Chair of the Board may alter the order of business as they deem proper and necessary.*

Agendas – Agendas and supporting materials are available online at
https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829   a few days before each School Board meeting.   For more information, please contact Julie Catala at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony.   Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR   97333.   E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff.   For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items.   All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion.   Items designated or held for discussion will be acted upon individually.

Public Comment –
Guidelines are at: https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

SCHOOL BOARD MEMBERS			
Vincent Adams	541-738-4324	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Tina Baker	541-223-1997	Luhui Whitebear, Co-Vice Chair	541-632-3568
Sarah Finger McDonald, Chair	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Olivia Meyers Buch, Finance and Operations Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841