



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eagle Charter School
Key Contact Person for this Plan	Marie C. Ballance, Ed.D.
Phone Number of this Person	(503) 399-7114
Email Address of this Person	mballance@eaglecharterschoolsalem.org
Sectors and position titles of those who informed the plan	Superintendent-Principal/Classroom Teachers/Special Education Teacher/Instructional Assistant/Parent Club
Local public health office(s) or officers(s)	Marion County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Marie C. Ballance
Intended Effective Dates for this Plan	August 31, 2020 – June 10, 2021
ESD Region	Willamette ESD

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

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

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

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

Equity is at the center of all that we do. Our staff is dedicated to placing our students and community at the center of planning for the 2020-2021 school year. We collected feedback from parents and students regarding Distance Learning for All during Spring 2020. In June 2020 we sent parents a survey asking for feedback on the different model types for reopening, parental preference for structure, projected student technology access and needs in the fall, and preference on school days. A small Parent Committee was formed with representatives from a variety of grade levels (including incoming kindergarteners) and with diverse backgrounds and experience to meet and review Eagle's plan for reopening.

As a staff, we reviewed the feedback from our parents and considered our students on an individual basis. We believe that in-person, daily education is the best model for our student population. However, **Eagle will start the school year in a comprehensive distance learning model through at least November 6.** The state and county metrics do not allow for Eagle to safely reopen at this time and safety for students, staff, families, and community is our top priority. The state and county metrics will be reevaluated in October to determine if we are on a trajectory to open to in-person classes or if we need to continue distance learning.

Our staff is committed to providing a safe and sanitary learning environment. Our families are dedicated to partnering with us to keep our school community safe. Eagle shares regular public health information with parents on ClassDojo and Facebook; Eagle has been sharing information and resources since the school closure in March 2020. Eagle will continue to provide access to public health information as well as educational information to our families using a variety of platforms throughout the 2020-2021 school year.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning       Hybrid Learning       Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.*

*Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

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

Eagle Charter is in Marion County and serve students in both Marion and Polk counties with staff in Marion, Polk, and Clackamas counties. The counties do not have metrics that are safe enough to allow for the entire school to return to hybrid or in-person learning and for that reason Eagle Charter will operate in a Comprehensive Distance Learning model until county metrics improve. Currently, Eagle will operate in a CDL model from September 8 through November 6. In October, the county metrics will be reevaluated and Eagle will determine whether it is safe to return; if county metrics have not adequately improved the CDL model will be extended through January 2021.

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

Eagle is able to meet the requirements of Comprehensive Distance Learning.

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.

Eagle will have daily, synchronous instruction for students in social-emotional learning, reading, math, and writing. Asynchronous, teacher-facilitated instruction will take place in core subjects as well as PE, Micro, Science, Social Studies, Health, Library, Spanish, Art, Guidance, and STEAM. Additionally, students in grades 3-5 will have the opportunity to participate in OBOB. Students will have work to complete that is off-line to supplement their online classes and classes will operate using a “flipped classroom” model.

Eagle operates on a 4-day week, Monday through Thursday, with the expectation that students will be participating in school between 8AM and 4PM each day, with breaks built in throughout the day. Parents will be provided with sample daily schedules for their child’s grade as well as weekly schedules and expectations.

The week of September 8 will be used for one-on-one meetings between teachers and students so that they can focus on care and connection and getting a good start to the school year by making sure students understand expectations and have access to technology. Teachers will also use this time to conduct baseline formative assessments to understand their students’ starting points for the year. The one-on-one meetings allow for teachers and students to get to know each other while maintaining social distancing requirements. Classes will begin on September 14.

Eagle Charter announced in July that we would operate in a CDL model until at least November 6. County metrics will be reevaluated in mid-October and if it is not safe enough for in-person learning, CDL will be extended through January.

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

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

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

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



### 0. Community Health Metrics

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

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

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

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



### 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	Eagle Charter’s Communicable Disease Management Plan and Pandemic Response Plan have been updated to reflect our response

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program</li> </ul>	<p>to COVID-19. Our plans are in alignment with the Oregon School for the Deaf, with whom we share a campus. Within the plan are the names of the designated Physical Distancing Officer, the names of medical experts who provided feedback and resources, and information on our review of local, state, and national evidence to inform our plan.</p> <p>A small group of Eagle staff is trained via Zoom on the process and procedures in sections 1-3 of <b>Ready Schools, Safe Learners</b> guidance. The entire staff will receive training on this guidance during inservice week, August 31-September 3, 2020, either in-person with physical distancing or via Zoom.</p> <p>The protocol to notify the LPHA is in our COVID-19 Pandemic Response Plan.</p> <p>Eagle has created daily logs for each cohort and adults for the purposes of timely contact tracing.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> </ol> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</li> </ul> </li> </ul>	<p>All staff and students are given the opportunity to identify as vulnerable or living with a vulnerable family member.</p> <p><b>Staff</b></p> <p><i>Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</i></p> <ul style="list-style-type: none"> <li>• Staff could consider leave options (including FMLA) or could take redeployment options when available</li> <li>• Redeployed options could include: <ul style="list-style-type: none"> <li>Online instruction and support (when possible)</li> <li>Maintenance projects, custodial work, office work without student/staff contact (when available)</li> </ul> </li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician or parent/guardian notification, will be enrolled in online instruction on a quarterly basis that may include live-streamed classes and set class times. A physician and/or parents/guardians may reevaluate at the end of each quarter to determine if a student is able to attend in-person classes. Students will be required to complete at least two check-in conversations with Eagle staff each week.</li> <li>• Students who experience disability will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive language supports.</li> </ul> <p><b>Visitors/Volunteers</b></p> <p>Adults in school are limited to essential personnel only. There are no in-person visitors to the school. For experts who are needed (for example, for testing services as part of the special education identification process), they will go through a health screening and hygiene protocol upon entering the building. Volunteers to the building will be a stable cohort of adults who each only interact with one stable cohort of students. Each day, volunteers will undergo a health screening and hygiene protocol.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul>	

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, 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.</li> <li>☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</li> <li>☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li>☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p><b>Overall:</b></p> <ul style="list-style-type: none"> <li>• Remove extra furniture and items in classroom to provide maximum amount of space.</li> <li>• Remove fabric covered furniture.</li> <li>• Assign seating to maximize distance and minimize interaction.</li> <li>• Each student will have a personal cubby outside of the classroom and will have their own school supplies.</li> </ul> <p><b>Capacity for Elementary School Settings:</b></p> <ul style="list-style-type: none"> <li>• <b>Cafeteria</b> – Will not be used during the 2020-2021 school year. Students will have sack lunches in their cohort space. OSD cafeteria will provide sack lunch options.</li> <li>• <b>Gym – (Insert sqft)</b> useable square feet = number of persons in the space. The gym will be used for cohorts of 12 students and one teacher per cohort. The cohorts will not overlap. Traffic flow (entrance, exit) will be clearly marked. Equipment will not be shared between students. Equipment will be disinfected between cohorts. PE will be conducted outdoors each day that weather permits.</li> <li>• <b>Grades 1-5 Classrooms</b> – 615 sqft</li> <li>• <b>Kindergarten Classroom</b> – 892 sqft</li> </ul> <p><u>Elementary Population: 144 Students</u>  Kindergarten: 24  First Grade: 24  Second Grade: 24  Third Grade: 24  Fourth Grade: 24  Fifth Grade: 24</p> <p>Kindergarten will be one cohort because there is enough space to maintain physical distancing and allow 25 people in the room. Grades 1-5 will be divided into cohorts of 12 students each. Adults will move between cohorts to provide instruction, following a hygiene protocol between cohorts. Student cohorts will not overlap. Specials, such as library, music, and guidance, will be conducted in the classrooms with each cohort so that the students within the cohort do not overlap.</p> <p>Traffic directions for all walkways, entrances, exits will be clearly marked. Students will have designated bathroom times throughout the day to minimize people in the hallways.</p> <p>Eagle will move to a 4-day school day, 8AM-4PM, to allow more time for physical hygiene, teaching physical distancing and hygiene procedures, and to allow more thorough deep cleaning at the end of each week.</p> <p>Staff meetings will be conducted via Zoom. When staff are in the building at the same time they will maintain social distancing requirements.</p>

### 1d. COHORTING



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ 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.</li> <li>☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li>☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p>Eagle created a daily log for contact tracing of cohort – Excel spreadsheet with information plus the attendance book. These can be quickly copied/scanned and submitted to LPHA in the event of an outbreak.</p> <p>Stable cohorts of 12 students per grade in grades 1-5 and 24 students in kindergarten will be established and maintained. Cohorts will not overlap. The only shared space will be outside recess (grassy areas, no play structures) and outside PE. Adults will move between cohorts to provide instruction. Each grade will have scheduled bathroom times to avoid any contact between cohorts.</p> <p><b>Classroom Cohorts</b></p> <ul style="list-style-type: none"> <li>• These grade band cohorts are maintained throughout the year, including during specials (PE, library, music, etc.)</li> </ul> <p><b>Special Education Cohort</b></p> <ul style="list-style-type: none"> <li>• This stable group is maintained as much as possible. Some students receiving supports may receive them within their cohort. When student needs or administrative logistics require a student to be pulled from a cohort to receive support with another student, it creates an additional cohort that requires additional information in the contact tracing log.</li> </ul> <p><b>Speech &amp; Language Cohort</b> (itinerate staff)</p> <ul style="list-style-type: none"> <li>• This stable group is maintained as much as possible. In the event the stable cohort is changed, the SLP will need to update the contact-tracing log.</li> <li>• Services may be provided using a distance-learning model.</li> </ul> <p><b>Title Cohorts</b></p> <ul style="list-style-type: none"> <li>• Title I and English Language Learner supports will be delivered in-class to each individual cohort.</li> </ul> <p>It is possible that a student could be in a classroom cohort (12), special education cohort (3-4), speech-language cohort (2-3), and Title cohort (supports delivered in the classroom cohort setting). Students will be in small cohorts at all times and interact with fewer than 36 people total on any given day.</p> <p>All bathrooms are gender neutral. Each cohort will have designated bathroom times and be required to follow strict hygiene protocols.</p> <p>All students will have and maintain their own school supplies, which will not be shared between students. Each will be assigned an electronic device (iPad or chomebook) for the year. Students will complete a hygiene routine at the beginning and end of each day that will including cleaning/wiping all surfaces. All students will have access to hand sanitizer at all times. Students will be taught proper hand washing procedures and will be instructed to engage in hand washing or sanitizing repeatedly throughout the day.</p> <p>Staff and adults who interact with students will be required to wear face masks or shields and will wash/sanitize hands between interactions with stable cohorts.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li>☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>Staff letter in August with health protocols updated throughout the year.</p> <p>Welcome back letter to families with health protocols and information about local health safety and standards in August. This information will be updated and shared on ClassDojo and Facebook throughout the year.</p> <p>The standard informative letter regarding a new COVID-19 diagnosis and how the school is responding will be available in multiple languages and formats accessible to the school community.</p> <p>Protocols will be shared on the school website.</p>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• 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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>• They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> </li> <li>☒ 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.</li> <li>☒ 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.</li> </ul>	<p><b>Screening Students:</b> Students will be individually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol in the Communicable Disease Management Plan, Pandemic Response (COVID-19) addendum. Screening will include updating the cohort log.</p> <p>Eagle applied for and received a KINSA grant to provide smart thermometers to every staff member and student. The thermometers relay data to an app that the school use to see who may run a fever before the school day begins. When the thermometers arrive, Eagle will be conducting parent education and asking all parents to do a temperature reading for each student each morning before school as an additional data point and screening.</p> <p><b>Entry:</b></p> <ul style="list-style-type: none"> <li>• Eagle students do not ride busses. They rely on parents/guardians for transportation to school. Eagle will have staggered start times and entries for cohorts of students.</li> <li>• Students will line up outside four different points of entry in socially distant groups.</li> <li>• Students will wash hands upon entering the classroom.</li> <li>• Students will put all personal items in their cubbies outside of the classroom. Anything brought inside the classroom will be disinfected.</li> <li>• Students will complete a hygiene and disinfecting protocol upon entering class before class begins.</li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>• Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>• Staff are required to report to the administrator when they have symptoms related to COVID-19.</li> <li>• Staff members will take their temperature at the start of each day and record it in a log.</li> <li>• Staff members will wash hands upon entry to the school building.</li> <li>• Staff will wear a face mask and/or face shield.</li> <li>• Staff members are not responsible for screening other staff members for symptoms.</li> </ul> <p><b>Ongoing</b></p>



OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<p>Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</p> <p><b><i>Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medications will be excluded from school. Staff or students who have other symptoms that are chronic or baseline (e.g., asthma, allergies, etc.) will not be excluded from school.</i></b></p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. <input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	<p>No non-essential visitors will be allowed inside Eagle. Parents will have a touchless system to sign students in/out of the school during the school day and will not enter the building. Essential visitors (such as special education providers) will comply with staff screening guidelines and processes, including washing hands upon entry/exit and wearing face coverings. Any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days will not be allowed entry. Stable groups of adults will work with stable cohorts.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines Face Coverings</a> . <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines Face Coverings</a> . <input checked="" type="checkbox"/> 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: <input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <b>Protections under the ADA or IDEA</b> <input checked="" type="checkbox"/> 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: <ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> </ul>	<p><u>Face Coverings</u></p> <ul style="list-style-type: none"> <li>• All staff will be required to wear face masks and/or face shields.</li> <li>• All students will wear facial coverings following CDC guidelines.</li> <li>• Students who demonstrate a need to remove a face covering will be taught to step into the hallway (social distancing), sanitize their hands, and temporarily remove the face covering. When they are ready to return to class they will put the face covering back on, sanitize their hands, and return to class.</li> <li>• If students require accommodations for face coverings, Eagle will work to minimize exposure, including scheduled breaks for masks, instructional strategies on effective mask wearing, potential barriers (such as a plexiglass divider) to minimize the risk of exposure between individuals, and short periods of time (such as recess) when face coverings may not be required if students are maintaining social distancing outside.</li> <li>• For students with existing medical conditions, doctor's orders to not wear face coverings, or other health-related concerns, Eagle will not deny access to on-site instruction (when onsite instruction is available to students).</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• 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;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> </ul> <p>☒ For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny access to On-Site instruction.</p> <p>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>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.</li> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> </li> <li>• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> </ul> </li> <li>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.</li> </ol> </li> </ul> <p>☒ 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.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to</p>	<p><u>Protective Barriers</u></p> <ul style="list-style-type: none"> <li>• Front office</li> <li>• Speech Language Pathologist</li> </ul> <p>Table areas in which social distancing is challenging (</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>Consider required physical arrangements to reduce risk of disease transmission.</li> <li>Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</li> <li>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.</li> <li>If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> <li>Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Defer to Communicable Disease Management Plan and Pandemic Response Plan for appropriate isolation determination and processes.</li> <li>The school administrator will connect with office staff weekly for updates on plan and isolation measures taken to that point.</li> <li>Students who become ill at school with excludable symptoms will remain at school supervised by staff in a designated isolation area (i.e., health room) until parents can pick them up. Students will be provided a facial covering (if they can safely wear one). Staff will wear a facial covering and maintain physical distancing by never leave a child unattended.</li> <li>While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>Staff will maintain student confidentiality as appropriate.</li> <li>Daily logs will be maintained containing the following: <ul style="list-style-type: none"> <li>*Name of students sent home for illness, cause of illness, time of onset; and</li> <li>*Name of students visiting the office for illness symptoms even if not sent home.</li> </ul> </li> <li>Staff and students with known or suspected COVID-19 or displaying COVID-19 symptoms per OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school.</li> <li>Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

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

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> Not applicable to Eagle: 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).</p>	<ul style="list-style-type: none"> <li>• Attendance will be taken daily on instructional days.</li> <li>• Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick with COVID-like symptoms.</li> <li>• Office staff will notify the administrator when the absence rate has increased by 20% or more.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.	<ul style="list-style-type: none"> <li>The administrator will report this increase to the LPHA.</li> </ul> Office staff will document student illness on a student illness tracking spreadsheet.

### 2c. TECHNOLOGY

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

### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input checked="" type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<ul style="list-style-type: none"> <li><b>Handwashing:</b> All students will have access to hand washing before snack/lunch is served. Opportunity for frequent hand washing and/or sanitization will be provided throughout the school day. Students will be given age appropriate hand washing education, define appropriate times to wash hands, and have access to hand sanitizer at all times throughout the day.</li> <li><b>Equipment:</b> All classroom supplies and equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li><b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. All students and staff will wash/sanitize hands upon reentry.</li> <li><b>Events:</b> Field trips will be designed virtually for the school year. All assemblies, special performances, schoolwide parent meetings and other large gatherings will be cancelled, held in virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</li> <li><b>Transitions/Hallways:</b> Hallway traffic direction marked to show traffic flow. Students will line up in cohort classes outside in designated areas with visual cues to indicate adequate physical distance.</li> <li><b>Personal Property:</b> Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</li> <li><b>Restrooms:</b> Cohorts will have designated restroom schedules. Restrooms will be sprayed with disinfectant after each use and thoroughly cleaned each day. Toilet lids will be purchased and installed before the start of the school year and students will be taught to close the lid before flushing to minimize the spread of germs.</li> </ul>

### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p><b>Screening Students:</b> Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to office personnel, who will follow the established protocol from the Communicable Disease Management Plan. Screening will include updating the cohort or individual student logs.</p> <p><b>Entry</b> <b>All Cohorts</b></p> <ul style="list-style-type: none"> <li>• Each staff member will use a sign-in/sign-out protocol to help facilitate contact tracing.</li> <li>• Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high traffic areas.</li> <li>• Share with families the need to keep drop off/pick up interactions as brief as possible.</li> <li>• Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> <li>• All students will wash hands upon entry and follow the established hygiene protocol in their cohort.</li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>• Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>• Staff are required to report to the administrator when they have symptoms related to COVID-19.</li> <li>• Staff members are not responsible for screening other staff members for symptoms.</li> </ul> <p><b>Dismissal:</b></p> <ul style="list-style-type: none"> <li>• Students in kindergarten will stay in a single stable continuous cohort throughout the day, unless students have specific needs requiring otherwise (e.g., receiving SLP services).</li> <li>• All students will remain in their assigned cohort at the end of the day until their designated release time.</li> <li>• Release times will be staggered for the cohorts to allow for proper physical distancing.</li> <li>• Upon release all students in the cohort will go directly to their departure point.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces 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.</li> <li>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating:</b> Rearrange student desks and tables to at least 6' apart. Assign seating so that students are in the same seat throughout the day.</li> <li>• <b>Materials:</b> Each classroom will limit sharing of community supplies (i.e., scissors, pencils). Students will have their own set of supplies. Any items that are shared will be cleaned frequently. Hand sanitizer and tissues will be available at all times.</li> <li>• <b>Handwashing:</b> Students will wash hands before lunch and snack and frequently throughout the day. Age appropriate signs will be posted and students will receive regular reminders.</li> <li>• <b>Respiratory Etiquette:</b> School staff will consistently teach and reinforce the need for ongoing respiratory etiquette.</li> <li>• <b>Furniture:</b> All upholstered furniture will be removed.</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>● <b>Classroom Procedures:</b> All cohorts will use an assigned cubby for individual student belongings.</li> <li>● <b>Seating:</b> Each class and hallway will have visual aids (e.g., painter’s tape, vinyl decals, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas.</li> <li>● <b>Environment:</b> Windows will be open in each classroom before students arrive and will remain open throughout the day.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ 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 <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Playgrounds will remain closed for public use. Cohorts will not use playgrounds. Recess will be in large grassy areas and will be held outside regardless of weather.</li> <li>● Students must wash/sanitize hands upon returning from recess.</li> <li>● Recess activities will be planned to support physical distancing and maintain stable cohorts.</li> <li>● Recess times will be staggered so that cohorts do not overlap.</li> <li>● Any equipment used during recess will be sanitized between cohort use.</li> <li>● There is only one staff room/common area at Eagle. Staff will maintain social distancing when in the room. Staff will not eat together or in the staff room. All equipment (microwave, etc.) is sanitized between uses. There is a HEPA/UV-C air filter device in the room to clean the air.</li> </ul>

### 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning of tables between meal periods.</li> <li>☒ 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Cohorts will eat lunch in their classroom.</li> <li>● Students will wash/sanitize hands before and after lunch.</li> <li>● Nutrition Services will provide sack lunches for students who normally have school lunch.</li> <li>● Students will not share utensils or other items during meals.</li> <li>● Each table/desk will be cleaned before and after meals.</li> <li>● Staff will have staggered meal times when possible. Staff will not eat together/in the same room.</li> </ul>

### 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 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. <ul style="list-style-type: none"> <li>• 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.</li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p>Not applicable -- Eagle Charter School does not provide transportation for students.</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input checked="" type="checkbox"/> <a href="#">Clean and disinfect</a> playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> </ul>	<ul style="list-style-type: none"> <li>• All frequently touched surfaces (e.g., door handles, sink handles) and any shared objects (e.g., art supplies, PE equipment) will be cleaned between uses by different cohorts but not less than once daily. CDC guidelines for cleaning will be followed.</li> <li>• Playground equipment will not be used. Instead, students will have recess in large grassy areas.</li> <li>• Cleaning supplies and disinfectants will be properly stored and away from students. Disinfectants that are made with products that are asthma-safer will be used.</li> <li>• Windows will remain open in all classrooms throughout the school day to provide airflow.</li> <li>• In the room where there are no windows, a HEPA-UV-C air purifier is installed. These devices are also installed in the front office and the staff room/common area.</li> <li>• Custodial services have been increased to daily coverage so that the school is thoroughly cleaned and disinfected each day.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input checked="" type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> <li><input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<ul style="list-style-type: none"> <li>• Eagle will provide age-appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes newsletters to parents and signage in the school setting for health promotion.</li> <li>• Eagle will practice appropriate communicable disease isolation and exclusion measures.</li> <li>• Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>• COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>• Review of 504 and IEP accommodations and IHPs will be advised to address vulnerable populations.</li> <li>• Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</li> </ul> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e., medication administration, diabetic care).</p>

## 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> </ul> </li> </ul>	Not applicable – Eagle is not a boarding school or residential program.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<ul style="list-style-type: none"> <li>• Eagle will create distance learning lessons on fire drills, earthquakes, and safety threats and teach students about how to be safe in these situations. Students will have a safety lesson every month. Parents will be given resources and information on how to prepare their home for an emergency.</li> <li>• For staff members in the building, the monthly fire drills will continue as scheduled. Staff will wear masks and keep social distancing requirements when evacuating the building. The fire drills are conducted by Oregon School of the Deaf because Eagle is on their campus. Staff will carry both walkie-talkies and cell phones and follow the standard communication procedure. Staff will use hand sanitizer or soap and water to cleanse hands upon return to the building.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p>	<ul style="list-style-type: none"> <li>• Eagle staff are trained in Collaborative Problem Solving framework.</li> <li>• Eagle staff are trained in MANDT de-escalation techniques.</li> <li>• Eagle PBIS team meets weekly to discuss proactive/preventative steps to reduce antecedent events and triggers for students.</li> <li>• Prior to returning to in-person classes, Eagle staff will meet with parents and students who are on safety plans to make any necessary adjustments to the safety plan to ensure an optimal learning environment for students.</li> <li>• Eagle teachers provide regular social-emotional lessons for students to teach emotional awareness and regulation skills. The</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>• Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>• Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>• Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>• Maintain student dignity throughout and following the incident.</li> <li>• Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> </ul> </li> </ul>	<p>Eagle counselor provides classes that include teaching self-regulation skills.</p> <ul style="list-style-type: none"> <li>• If staff need to intervene for safety, the intervention will be logged and staff will take appropriate steps to disinfect the space and replace their PPE. If a room clear takes place, staff will clean and disinfect the space before students are allowed to return.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. <b>Protective Physical Intervention</b> <input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).	



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> <li>• Coordinate communication with the Local Public Health Authority (LPHA).</li> <li>• When cases are identified in the local region (Marion County) a response team should be assembled within the school and responsibilities assigned within the school.</li> <li>• Identify baseline absentee rates to determine if rates have increased by 20% or more.</li> <li>• Temporarily dismiss students.</li> <li>• When novel viruses are identified in the school setting and the incidence is low, the local health department will provide a direct report to the administration on the diagnosed case. Likewise, the LHD will impose restrictions on contacts.</li> <li>• Establish a specific emergency response framework with key stakeholders.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> <li>• Determination if exposures have occurred</li> <li>• Cleaning and disinfection guidance</li> <li>• Possible classroom or program closure</li> </ul> <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	<ul style="list-style-type: none"> <li>• Identify baseline absentee rates to determine if rates have increased by 20% or more.</li> <li>• Temporarily dismiss students attending childcare facility and school.</li> <li>• Modify, postpone, or cancel large school events as coordinated with LPHA.</li> <li>• Work with LPHA to establish timely communication with staff and families.</li> <li>• When novel viruses are identified in the school setting and the incidence is low, the local health department will provide a direct report to the administration on the diagnosed case. Likewise, the LHD will impose restrictions on contacts.</li> <li>• In the event of a closure, Eagle will initiate the Distance Learning Model and schedule.</li> <li>• The District safety committee will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.</li> <li>• See The Pandemic Response Plan for more information.</li> </ul>



### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit. Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.               <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In the event of a closure, Eagle will initiate the Distance Learning Model and schedule.</li> <li>• The District safety committee will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.</li> <li>• See the Pandemic Response Plan for more information.</li> <li>• Clean, sanitize, and disinfect surfaces and follow CDC guidance for classrooms, restrooms, and common areas.</li> </ul>



## ASSURANCES

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

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

	<b>4. Equity</b>
	<b>5. Instruction</b>
	<b>6. Family, Community, Engagement</b>
	<b>7. Mental, Social, and Emotional Health</b>
	<b>8. Staffing and Personnel</b>

## Assurance Compliance and Timeline

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

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