



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Nature Discovery Christian School
Key Contact Person for this Plan	Matthew Hennon
Phone Number of this Person	541-689-3027
Email Address of this Person	nature.discovery.school@gmail.com
Sectors and position titles of those who informed the plan	Owner, Principal, Office Administrator
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Matthew Hennon
Intended Effective Dates for this Plan	9/9/2020
ESD Region	

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

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

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

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

See Packet

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

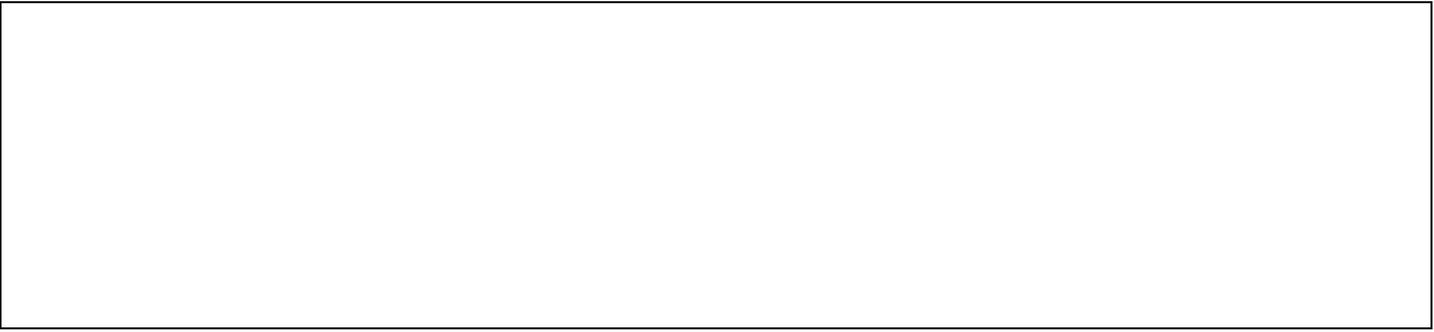
REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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.

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.



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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <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. <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 	<ol style="list-style-type: none"> Nature Discovery Christian School (NDCS) is planning on in-person education September 9th, 2020. The school has many plans to implement that will limit the spread of COVID-19. Class sizes are smaller and will have 1 student per 35 square feet of classroom space. Students will be socially distanced at 6 feet apart when inside the classroom. Outdoor classrooms will be implemented when the weather permits, and all windows and doors will be open when students are

policies and plans. Review relevant local, state, and national evidence to inform plan.

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

inside. Classes will only cohort with each other, and have designated times to be walking in the hallway. Masks or face shields will be worn inside the building and social distancing will be done when outside. Handwashing and the use of hand sanitizers will be available and encouraged at every classroom break, and at every entrance/exit to the building and classrooms.

2. NDCS is going to work closely with Lane County Public Health (LCPH) to address the prevention of COVID-19. All students will be screened before entering the building, and only staff and students will be allowed inside NDCS. Digital records are going to be kept and can be sent to LCPH or the Oregon Department of Education (ODE) any time they are needed. To control the COVID-19 virus, NDCS will implement physical and social distancing, hand hygiene, protective equipment (I.E.- masks, face shields, small cohorts of isolated classes, cleaning and disinfecting according to CDC and LCPH protocols, isolation of sick children and staff, the implementation of outdoor classrooms, and building ventilation at every possible opportunity.
3. NDCS is designating the Principal to be in charge of implementing, maintaining, and enforcing social distancing, masks, hand hygiene, cohorts, proper sanitation of surfaces, and outdoor classes.
4. NDCS holds regular monthly staff meetings to make sure that all protocols and procedures are being implemented correctly. NDCS is such a small school that staff meetings can be called at any time after school to make certain that the protocol standards are being met. The Ready Schools, Safe Learners guidance will be reviewed at every staff meeting.
5. NDCS will notify LCPH immediately if there are any confirmed COVID-19 cases at the school. NDCS will also have all the student screening information in digital form so that it may be sent to LCPH or ODE at any time.
6. NDCS will sanitize, disinfect and clean the classrooms, bathrooms, tables, chairs, playground equipment, and student material on a case-by-case basis through the day, and at the end of each day. Hand washing and hand sanitizers will be encouraged throughout the day as well as making use of outdoor classes as the weather permits.
7. NDCS will report any clusters of sickness to LCPH. Classes are in small cohorts, and separated from one another to reduce the risk of the spread of illness throughout the school. All students will be screened and the information recorded at the doors of NDCS at arrival. At any time, NDCS can send digital spreadsheets to LCPH or ODE. If a student becomes ill during the school day, that child will be put in the isolation room until the Parent(s)/Guardian(s) can pick them up. NDCS utilizes many different platforms of communication to be able to effectively communicate with Parents/Guardians in the event that the school needs to reach them quickly.
8. As children enter the classroom, the Teacher will do roll call. Children will be signed in, and signed out, every day. A record of emergency contact information will not only be kept in the office, but also with each classroom. In this way, Teachers can directly contact the Parent(s)/Guardian(s) if it is needed. Records will be kept for the entire school year, and broken up

	<p>by months to ensure any COVID-19 tracing will be accurate.</p> <p>9. NDCS Teachers are responsible for their own classrooms. Stable, small, cohorts are all that NDCS will use for classes. Students and Teachers will not be interacting with other classes throughout the school day.</p> <p>10. NDCS will be complying with all CDC, ODE, and LCPH guidelines throughout the school year. By having small class sizes, stable cohorts, screening, proper hand hygiene, social distancing, face coverings, outdoor classes, good ventilation, no outside visitors, proper cleaning and sanitization, and constant communication with the Parent(s)/Guardian(s) and LCPH, we feel that in-person learning will be completely safe, and the Students/Staff will be able to thrive in this environment.</p>
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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input 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>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input 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"> ● Communicate with parents and health care providers to determine return to school status and current needs of the student. ● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. ● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. ● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. ● Service provision should consider health and safety as well as legal standards. ● Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. ● Work with an interdisciplinary team to meet requirements of ADA and FAPE. 	<p>N/A</p>

- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

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1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>We have measured the floor space in the classrooms and, allowing for 35 square feet of floor space per person, have calculated the proper class size for each room. This calculation includes both the Students and Teacher(s). Within the classroom, we have also established a six foot distance between students for seating. Students are to wear masks in the classroom, and Staff will have a face covering as well. Specific class restroom breaks will be established so that classes are not in the hallway at the same time. Students will walk down the hallway one way and walk into the classroom another way to create a 1-way traffic system. Students will take turns in the restroom, and it will be cleaned appropriately when the class leaves. The water fountain has been turned off, and students will have to bring water bottles, snacks, and lunches from home. We plan on using the outside areas as much as possible. Staff has been requested to teach the lesson inside, then move outside for the work. This will allow us to utilize outdoor learning as much as possible. All staff will maintain physical distancing at all times, unless a child needs extra help, in which case the child and teacher will have face coverings. All staff meetings will be held, with physical distancing, outside as the weather allows, or inside with face coverings.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. 	<p>All classrooms are considered a stable cohort. Each small class is to stay with their group inside and outside, not mixing with any other class/cohort. Class sizes are around 12 Students, and 1 Teacher. Each class stays together for the entire day, not mixing with any other class/cohort. NDCS has less than 100 Students in the entire school. We can ensure that Students are only together in grade-level classes and in small groups at all times.</p> <p>Each class will have a designated entrance to the school. As they enter one-at-a-time, the Parent(s)/Guardian(s) will be asked a series of questions about their Student's health. Parent(s)/Guardian(s) are not allowed in the building during school hours. A paper copy and a digital copy of the Students' health logs will be kept for the entire school year. In doing so, we can easily ensure that accurate records can be sent to LCPH or ODE as needed.</p> <p>After each project in the classroom, Teachers will wipe down Student desks, door handles, and any other surfaces that Students were using.</p>

- ☑ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.
- ☑ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

Students will have their own materials, not to be shared with any other Student, and those materials will be sanitized every day.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☑ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☑ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☑ Provide all information in languages and formats accessible to the school community. 	<p>We will have Staff Meetings at least once a month to discuss strategies and procedures. All Teachers at NDCS have an email address that the Parent(s)/Guardian(s) can use to reach them at any time. Teachers also have a communication platform called Remind set up with their own classes to help inform the Parent(s)/Guardian(s) of any classroom changes in policies and procedures. Constant communication with the Parent(s)/Guardian(s) is imperative for all involved with the school.</p> <p>If a confirmed case of COVID-19 has been found, the Teacher and Administration will send out an email to the entire school identifying the exposed class specifically. As each class is its own cohort, and is small in population, the chance of exposure will be reduced.</p> <p>NDCS will communicate all findings with LCPH. NDCS Staff will take all precautions to clean and disinfect their classrooms and building according to LCPH and CDC standards.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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"> ● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☑ Screen all 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"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." ● Additional guidance for nurses and health staff. 	<p>Emails and other correspondence are sent to the Parent(s)/Guardian(s) stating that if anyone has symptoms of COVID-19, they are to stay home. NDCS will be screening all students entering the building. We will have a questionnaire sheet which records primary symptoms: Cough, fever over 100.4F, chill, shortness of breath, muscle pain, headache, sore throat, diarrhea, nausea, vomiting, nasal congestion or runny nose. After the questions are answered at the door, the Student, if healthy, is permitted to enter the building while the Parent(s)/Guardian(s) must return to their car. No Parent(s)/Guardian(s) will be allowed to enter the building during school hours.</p> <p>The questionnaire sheet is then uploaded to a digital filing system so that it can be kept for LCPH or ODE review. If a child is exhibiting any symptoms, they are not allowed into the school, and must stay home for 72 hours after the symptoms have broken. If COVID-19 is determined, the family must quarantine for 14 days. Then, LCPH, the School, and the Student's classroom will be immediately informed.</p> <p>Upon entering the school, Students are required to use hand sanitizer, and will have regular restroom breaks with proper hand washing.</p> <p>After coming inside from any outdoor activity, the Students will also wash hands in the restroom and then use hand sanitizer before entering their classroom.</p>

- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See table "Planning for COVID-19 Scenarios in Schools."](#)
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <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. See table "Planning for COVID-19 Scenarios in Schools." <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. 	<p>NDCS will not be allowing any visitors inside the school during school hours. NDCS will also not be having any community volunteers at the school this year during school hours. If the Parent(s)/Guardian(s) request a conference with a Teacher, it must be done after school hours, and the Parent(s)/Guardian(s) must have proper face coverings, and must sanitize hands before entering the classroom. The Parent(s)/Guardian(s) will also have to answer the screening questionnaire before entering. Weather permitting, the Parent(s)/Guardian(s) and Teacher conference will be conducted outside.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. <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: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering; ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <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. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. 	<p>NDCS will follow all CDC guidelines concerning face coverings. Teachers will wear face coverings at all times, unless they are alone in a private office. All other visitors, Contributors, Service Providers, or Volunteers will not be allowed in the building during school hours. However, if they have to enter due to extenuating circumstances, they will be in face coverings.</p> <p>NDCS will also have Students- Kindergarten and up- wearing facing coverings in compliance with CDC guidelines. The Students may take face coverings off when participating in recess, P.E., lunch, snack, or when able to social distance outside. NDCS will have masks available to Students that have forgotten their face covering at home. If a Student is medically unable to wear a face covering, NDCS will be able to socially distance that child both inside and outside. NDCS has placed students in their appropriate classrooms, and Teachers are able to give Students a proper education without placement discrimination. Our Staff is able to accommodate and modify lessons and work to any Student's needs in the classroom. NDCS does not have any Students with 504/IEP plans.</p> <p>Students will have face coverings in the hallway at all times, and every time they enter the classroom, sanitizer is given.</p>

Protections under the ADA or IDEA

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
 - Additional instructional supports to effectively wear a face covering;

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

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <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. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. <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. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <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. Refer to table in "Planning for COVID-19 Scenarios in Schools." <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). <input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<p>NDCS is aware that due to the fact students will be getting sick through the school year, the Staff will have to check all Students before they enter the school. If Staff deems a child is sick, the Parent(s)/Guardian(s) must immediately take them home. Students will remain home for 72 hours after the sickness has ceased. The Parent(s)/Guardian(s) will be asked a series of questions, and Staff will monitor all Students before entering the building. The information will be kept in a digital filing system which can then be sent to LCPH or ODE. If a Student develops symptoms during the school day, NDCS will put that Student into an open isolation room. The Parent(s)/Guardian(s) will be contacted immediately. The Parent(s)/Guardian(s) must pick up their Student within 20 minutes of the call. While the Student is in the isolation room, a Staff member will be with them wearing face coverings and social distancing. If a Staff member develops symptoms, that Staff member will go home immediately, and an approved Substitute Teacher will be called. NDCS is a small school, and we do not have a school Nurse. It is up to the Staff to help the Students with safety. After the Student/Staff member goes home, another Staff member will sanitize and clean the isolation room. NDCS will continue to keep Students home for 72 hours after cessation of symptoms, but will also offer distance learning or packets for Students so that they do not fall behind in their learning.</p> <p>NDCS will notify LCPH, the Parent(s)/Guardian(s), and Staff of any and all Students or Staff with a confirmed case of COVID-19.</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 instructional and extra-curricular activities requiring additional considerations (see section 5f of the **Ready Schools, Safe Learners** guidance).

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	N/A

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	N/A

- Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

2c. TECHNOLOGY

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

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<p>NDCS has an onsite plan that will exceed all standards that are required.</p> <ul style="list-style-type: none"> • Handwashing: NDCS will encourage all students and staff to follow proper CDC handwashing guidance. Hand sanitizer will be given to Students and Staff upon entering the building, and each time they enter the school from the outside. • Equipment: NDCS school equipment will be sanitized after each use. Only a Teacher can offer individual equipment to a class. Another class will not use the same equipment until the next day, and only after it has been properly cleaned. • Events: NDCS will cancel events that cannot employ proper safety guidelines. All events will be conducted on a class-by-class basis, as classes exist as their own cohorts. When NDCS has field trips, the Parent(s)/Guardian(s) will be responsible for driving their own Children to the location(s). There will be no other Children/Adults outside their own family in the vehicle. Once at the field trip location, face coverings and social distancing will be required. • Transitions/Hallways: NDCS has a strict schedule for transition time and time in hallways. Teachers will have set times for restroom breaks, snack times, lunch, and recess. NDCS Students will also be able to use many different exits to leave the building so that crossing paths will be at a minimum. While Students are waiting for the restroom, they will be placed 6 feet apart and wait their turn. • Personal Property: NDCS has purchased supplies for each individual Child at the school. They will all have their own supplies that will be sanitized at the end of each day. All personal belongings brought to school by Students will only be used by that Student. All school books and desks will be sanitized each day at the end of school.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☑ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☑ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☑ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☑ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>NDCS will be checking Students in at five separate entrances into the school. This will allow social distancing and class separation. Kindergarten through 4th Grade will enter through the main doors. 5th Grade will enter through the north doors. 6th Grade will enter through their own classroom door. 7th Grade through 12th Grade have classes in their own building away from the rest of the Students.</p> <p>Staff members who are screening Children at the door will have a spreadsheet with the Child's name, drop-off and pick-up times, Parent/Guardian emergency contact information, and all the necessary health questions for screening.</p> <p>If a Parent/Guardian arrives at school after 8:30am, they will need to call the school and wait for an Administrator to come and screen the Child. Hand sanitizer will be at each entrance/exit for the Children and Staff to use.</p> <p>Drop-off and pick-up times will occur in the same way every day to promote efficiency and speed.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☑ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☑ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>NDCS has smaller classroom populations this year to accommodate the 35 square feet per person and 6 foot social distancing guideline.</p> <ul style="list-style-type: none"> • Seating: Students and Teachers will wear face coverings in the classroom. Desks and activities will be separated by 6 feet. • Materials: Students will have all of their supplies and materials purchased for them. No Student will be sharing any materials or supplies at school. These items will be cleaned and sanitized at the end of school each day. Hand sanitizer, paper towels, Kleenex, and disinfecting agents will also be available in each classroom. • Handwashing: Students will be required to use hand sanitizer upon entering the building and classrooms. Students will also be encouraged to use good personal hygiene and etiquette- I.E. cover coughs, sneezes in elbows. NDCS will use hand sanitizer with at least 60-95% alcohol. Garbage in classrooms will be dumped and cleaned on a daily basis, or more often as necessary.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☑ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☑ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☑ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☑ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☑ Maintain physical distancing requirements, stable cohorts, and square footage requirements. 	<p>NDCS playgrounds and fields are closed to the public. No unauthorized people are allowed on NDCS grounds. Before using the playground, Students will take a restroom break and wash their hands thoroughly. Soap will be available in the bathrooms.</p> <p>As Students leave for the playground, they are to stay in their class groups (cohorts). One class at a time may use the playground, and NDCS will follow CDC guidelines to maintain social distancing. After each class leaves the playground, it will be sanitized. NDCS outdoor space will exceed 100 square feet per Child. Only Teachers will be allowed to bring out playground equipment, and those will be limited to accommodate distancing and stable cohorts.</p> <p>NDCS does not have any Teacher common rooms. Teachers use their own classrooms for lunch and breaks. Bleach cleaning will be used at the end of school each day.</p>

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

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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Include meal services/nutrition staff in planning for school reentry. ☑ Prohibit self-service buffet-style meals. ☑ Prohibit sharing of food and drinks among students and/or staff. ☑ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☑ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☑ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☑ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☑ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☑ Adequate cleaning and disinfection of tables between meal periods. ☑ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>NDCS does not provide food for any of the Students at the school. Students are required to bring their own water bottles, snacks, and lunch to school. Students will have lunch with their own classes, and will not mix with any other class. Before lunch, Students will have a restroom and hand washing break. Hand sanitizer will also be available at all lunch periods. After each class is finished with lunch, the table and chairs will be cleaned and disinfected. Students and Staff in each class will have lunch together and maintain social distancing at all times. No Students are allowed to share food.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☑ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j) of the Ready Schools, Safe Learners guidance). ☑ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. ● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. 	<p>NDCS does not supply any transportation to any Students or Staff. All Students arrive with their Parent(s)/Guardian(s) and are required to enter at the predetermined locations for screening and health questionnaires.</p>

- ☑ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- ☑ Drivers wear face shields or face coverings when not actively driving and operating the bus.
- ☑ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- ☑ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#), applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.

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2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☑ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☑ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☑ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☑ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☑ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☑ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☑ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☑ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>NDCS will clean and disinfect all surfaces, spaces, equipment, and materials throughout the school day, and at the end of school when Students go home. NDCS will follow all CDC guidelines using the following products: bleach, spray disinfectants, disinfectant wipes, and other antiviral products. All products will be stored in locked classroom cabinets and in the locked Kitchen. Teachers are instructed to conduct class with windows (as weather permits) and doors open in order to get better ventilation.</p> <p>The HVAC units will have the filters changed at least once a month to promote higher quality air flow. NDCS is also closely following the CDC's guidance on ventilation and filtration for HVAC units. Teachers will also be conducting outdoor classes- as weather permits- to take advantage of the health benefits of fresh air and sun.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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 	<p>If a Child becomes ill during the school day, NDCS has a designated isolation room for sick Children to use until their Parent(s)/Guardian(s) arrive to pick them up. The space will be properly cleaned and disinfected per CDC guidelines after each use. The Parent(s)/Guardian(s)</p>

<p>private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><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; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>at NDCS possess many special skill sets such as Nursing, Doctors of Medicine, Dentistry, and Speech Pathology that are ready and able to assist the school as necessary. Immunization has always been a high priority at NDCS. We encourage all families to stay up-to-date with their vaccines. LCPH and NDCS work together to make sure all Students have the proper vaccines or guidance to be able to attend school safely.</p>
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2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the “household” or “family unit” applies to your residents and staff <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	<p>N/A</p>

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <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</p>	<p>NDCS will still conduct all emergency drills as per normal. NDCS conducts monthly fire drills, earthquake drills, and lockdown drills. These are at different times each month so Students cannot plan for them. Each Teacher has a designated area to take Students and meet Administrators. All drills are recorded and posted. All drills are completed within 10 minutes of the time the drill is initiated.</p> <p>NDCS will take into consideration all COVID-19 protocols for distancing and safety while conducting these monthly drills. Upon entering the school, Students will be required to use hand sanitizer. The Teaching Staff is trained and ready for the drills before the first day of school. Monthly Teacher meetings and workshops are given to the Staff so that the Teachers are properly trained and prepared for emergency situations.</p>

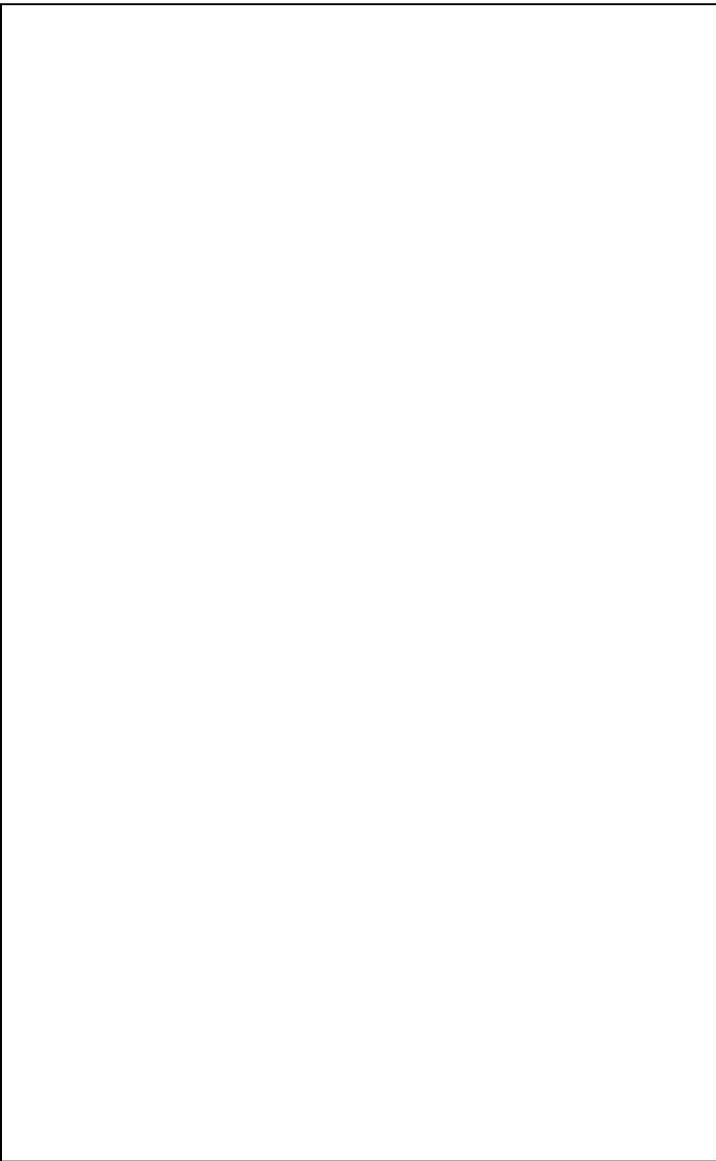
as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.

- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills should not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: 	<p>NDCS and its Staff are fully equipped, trained, and ready to assist any Student that has emotional or behavioral needs. We use positive reinforcement and prayer to assist all the Students at NDCS. As a private school, NDCS has the ability to withdraw any Student who does not comply with the behavioral standards of their classroom or school. If a Student is having behavioral difficulties, that Student will be removed from the classroom, and the Parent(s)/Guardian(s) will be called immediately to have the Student taken home. After any interaction with the Student, Staff will clean and sanitize all spaces where the Student has been, and also thoroughly wash their hands.</p> <p>NDCS has the right to refuse our service to anyone. All Students have been screened for behavioral difficulties, and Children who exhibit these problems are not allowed to register for school. As a result, the school does not ordinarily work with major self-regulatory or behavioral difficulties with any Student.</p>

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



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Review the “Planning for COVID-19 Scenarios in Schools” toolkit. ☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>NDCS will work closely with LCPH if a Student becomes sick. NDCS is set up to have Children in small, stable cohorts at all times to eliminate the potential of a large outbreak. If a Student becomes ill, NDCS will be able to close the school by classrooms, rather than the entire building because of our cohort system. The Parent(s)/Guardian(s) will be directed on what to expect next, and the classroom will move to distance learning until the exposure time has passed and they are able to return to in-person learning. NDCS will notify LCPH immediately when a Child is sick so that protocols can take effect quickly, and exposure can be limited.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<p>NDCS will be closely following the metric system set in place, and will also be following LCPH for any new outbreaks of COVID-19. If a Student or Parent/Guardian comes on campus that has been exposed to COVID-19, NDCS will immediately report to LCPH and do an emergency cleaning of that Child's classroom and all public spaces.</p> <p>NDCS is able to close classrooms and go to short-term distance-learning in the event that a classroom is under quarantine. NDCS will also report any clusters of illness (2 or more Children with the same sickness) to LCPH immediately. NDCS Staff are ready, willing, and able to keep their classrooms clean, and manage any unforeseen circumstances that may arise.</p> <p>NDCS is in constant communication with the Parent(s)/Guardian(s) at school through many means/platforms. Within minutes, the entire school body and the Parents/Guardians can be notified about any changes that have to occur.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>NDCS will clean and disinfect the school hourly, as needed, and daily on a large scale. Classrooms, bathrooms, tables, door handles, sinks, playground equipment, and Student materials will all be sanitized regularly. Students will be in small, contained cohorts to prevent the spread of illnesses, and Students will also have access to many entrances in order to keep hallways clear. NDCS will follow all CDC and LCPH guidelines, as well as our best judgement, to keep Students, Families, and Staff safe at all times.</p>



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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

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

- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and

- [Planning for COVID-19 Scenarios in Schools](#)

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

- 

4. Equity
- 

5. Instruction
- 

6. Family, Community, Engagement
- 

7. Mental, Social, and Emotional Health
- 

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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