



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 | Countryside Christian School |
| Key Contact Person for this Plan | Angela Walter |
| Phone Number of this Person | 541-912-1153 |
| Email Address of this Person | wazztw@hotmail.com |
| Sectors and position titles of those who informed the plan | Teaching Principal |
| Local public health office(s) or officers(s) | Lane Co. Public Health Dept., Patrick Luedtke |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Angela Walter |
| Intended Effective Dates for this Plan | Sept 8, 2020 – June 10, 2021 |
| ESD Region | Fern Ridge 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.

We send emails, make phone calls, send text messages, and post on our school Facebook page and website information about our plans. School community members are welcome to send or give us feedback which we look at as we make our plans. Every school family is reached. If we don’t hear from the family, we call and check in.

3. Indicate which instructional model will be used.

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.

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/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. 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 |
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| <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 policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. | <p>Communicable Disease Management Plan for COVID-19: Countryside Christian School has updated our Communicable Disease Management Plan to include a COVID SPECIFIC emergency and exposure plan document. The principal will be the designated person to establish, implement and enforce physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA.</p> <p>Local Public Health Authority (LPHA) contact: Patrick Luedtke is the Lane County Public Health Director to provide support and resources. His phone number is (541) 682-8762. We will notify his office of any confirmed COVID-19 cases among students or staff. The school secretary will report to the Local Public Health Authority (LPHA) any cluster of any illness among staff or students. The school will cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance). <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 Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • 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 <i>Ready Schools, Safe Learners</i> 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. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • 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 <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. <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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). | <p>Training: We plan to train all staff in sections 1-3 of the Ready Schools, Safe Learners at a staff meeting on August 24, 2020 either virtually or in-person.</p> <p>Systematic Disinfection: The staff will systematically disinfect classrooms, offices, bathrooms and activity areas daily. The teachers will disinfect high-touch areas of classrooms at other times of the school day.</p> <p>Screening: All students and staff will be screened for symptoms (see section 1f) on entry to the school every day, either visually by the staff and/or with confirmation from a parent/caregiver/guardian. Anyone displaying or reporting the primary symptoms of concern will be isolated in the library or another designated room and be sent home as soon as possible.</p> <p>Communication Letter: A letter will be developed and sent out via email, text or phone to communicate with students, families, and staff who have come into close contact with a potential COVID-19 case.</p> <p>Daily student/cohort logs: The school will use daily student attendance and sign-in/out records for the purpose of student/cohort contact tracing. Parent/guardian names and emergency contact information is stored in the school's Student Information System (SIS) database. All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student will be logged daily. The main office will record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. CCS has only one teacher, so there are no itinerant staff moving between buildings.</p> <p>Reporting to the LPHA: The school administration will report to and consult with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p>Response to Potential Outbreaks: The staff will follow the school's outbreak response protocol as found in the CCS Communicable Disease Management Plan and coordinate with the LPHA for any outbreak response.</p> |

1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <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>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> <input checked="" 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: <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. | <p>High-Risk Populations: The school will account for students who have health conditions that require additional nursing services pursuant to Oregon law ORS 336.201. Staff and school administrators will work with interdisciplinary teams to address individual student needs. The school has an On-Call nurse. The staff and school administrators will communicate with parents to determine return to school status and current needs of the student. Service provision will consider health and safety as well as legal standards. High-risk individuals may meet criteria for exclusion during a local health crisis.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</p> <p>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> <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"> • 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. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. | |

1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><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.</p> | <p>Physical Distancing: A minimum of 35 square feet per person will be used to determine room capacity. Only usable classroom space will be used in the calculations, knowing that desks and room set-up will require space too, must be calculated in determining room capacity.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. | <p>The staff and teachers will stress physical distancing in all daily activities and instruction, maintain at least six feet between individuals to the maximum extent possible.</p> <p>To ensure that six feet of distance between students is maintained to the maximum extent possible, only one student at a time is allowed in the hallway to use the restrooms. The teachers will minimize time students are standing in lines and take steps to maintain physical distancing when in lines.</p> <p>Each student will have a separate space to hang their coat and backpack. Students will be released on a staggered schedule to maintain physical distancing. Students will eat their lunches in their classrooms or distanced outside, rather than together in a common area.</p> <p>Teachers will train their students on methods for and the importance of maintaining a physical distance of at least six feet. Teacher will reinforce training as needed.</p> <p>Physical distancing will be maintained during staff meetings.</p> |

1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ 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. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. | <p>Cohorts: Because our small school is a one-teacher school, the cohort group will include a small classroom of students in grades 1-8, the teacher, and the teacher's aide. Daily attendance and sign-in/out records will serve as daily logs to provide contact tracing among the cohort.</p> <p>See above</p> <p>The school is small and will have one cohort.</p> <p>Cleaning and disinfecting of high-touch surfaces will be maintained between multiple student uses,</p> |

1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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 | <p>Public Health Communication:</p> <p>The school administration will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan)</p> <p>The school administration will develop protocols for communicating with anyone who has come into close/sustained contact with a</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>diagnosed in students or staff members, including a description of how the school or district is responding.</p> <p><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p> | <p>confirmed case or when a new case has been confirmed and how the school is responding.</p> <p>Countryside Christian School will update the communicable disease plan with communication protocols as needed.</p> |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p><input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <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 <p><input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <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><input checked="" type="checkbox"/> 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."</p> <p><input checked="" type="checkbox"/> 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.</p> <p><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> | <p>Entry and Screening: Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. Any person exhibiting primary symptoms of COVID-19 will not be admitted on campus.</p> <p>COVID-19 primary symptoms of concern include: cough, fever (temperature greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</p> <p>Muscle pain, headache, sore throat, new loss of taste of smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19.</p> <p>Students will also be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</p> <p>All students and staff will be screened for symptoms on entry every day. This will be done visually by staff and/or with confirmation from a parent/caregiver/guardian.</p> <p>When the screening indicates that a student may be symptomatic, the student will be sent home immediately and established protocols from the CDMP will be followed. (see section 1a).</p> <p>Anyone displaying or reporting the primary symptoms of concern will be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. All students will utilize their classroom teacher's door as an entrance and the classroom teacher or teacher's aide will conduct a visual screening for the appearance of symptoms.</p> <p>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 14 calendar days have passed after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. LPHA advice will be followed in restricting those who have been exposed from the campus and the "Planning for COVID-19 Scenarios in Schools" document will be referred to.</p> <p>Students or staff who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) will not be excluded from school.</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> <p>Hand-sanitizers will be placed by each entrance for students to use prior to student entrance to classes, and additionally, students will utilize classroom stations to wash hands</p> |

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input 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>Visitors/Volunteers: Visitors/Volunteers will be unable to work in the school, or complete other volunteer activities that require in-person interaction, at this time. Adults in the school are limited to essential personnel only.</p> <p>Essential visitors will only be admitted in the building in the following criteria can be met:</p> <ul style="list-style-type: none"> • The visitor has been screened for symptoms upon entry and will not be admitted if known to have been exposed to COVID-19 within the preceding 14 calendar days. • The visitor can maintain six feet of physical distance between all people. • The visitor must wash or sanitize their hands upon entry and exit. <p>The visitor must wear a face covering in accordance with OHA and CDC guidelines.</p> |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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>Protections under the ADA or IDEA</p> <input checked="" type="checkbox"/> 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: <ul style="list-style-type: none"> • 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; | <p>Face Coverings, Face Shields, and Clear Plastic Barriers:</p> <p>Face coverings or Face shields: Face coverings or face shields are required for all staff including preschool staff, teacher aides, librarians, and staff preparing and/or serving meals. Individuals may remove their face coverings while working alone in private offices.</p> <p>Students Kindergarten and up are required to wear face coverings or face shields.</p> <p>If a student removes a face covering or demonstrates a need to remove the face covering for a short period of time, Countryside staff will:</p> <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed (i.e. a designated chair where a student can sit and take a 15 minute 'sensory break' —The designated area or chair will be appropriately distanced from other students and wiped down for disinfection after each use); students should not be left alone or unsupervised. • Provide additional instructional supports to effectively wear a face covering. • Provide students adequate support to re-engage in safely wearing a face covering. • Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <p>For students who require an accommodation to meet the requirement for face coverings, the school will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations utilized will include:</p> <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Giving the student a space to sit uncovered in a space away from peers. No student will be left unsupervised. • Offering short periods of time in the educational day that do not include wearing the face covering while following the other health strategies to reduce the spread of disease. • Providing additional instructional supports to effectively wear a face covering. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ○ 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. | <p>Students with existing medical conditions, and a physician's orders to not wear face coverings, or other health related concerns will not be denied any in-person instruction.</p> <p>For students with educational accommodation/modification plans, who cannot wear a face covering due to the nature of the disability, the school will:</p> <ul style="list-style-type: none"> • Review the plan 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/adjustments is maintained. • Not determine placement solely on the inability to wear a face covering. • Update plan to support students. <p>For students who abstain from wearing face coverings, or whose families determine the student will not wear a face covering, CCS will:</p> <ul style="list-style-type: none"> • Review the student's accommodation plan to ensure access to instruction similar to what was originally in the plan. • Determine that a student's disability, doctor's orders, or health related concerns aren't prohibiting them from meeting the requirement. • Offer a comprehensive distance learning plan, limited on-site instruction, or on-site instruction with accommodations. <p>Countryside Christian School will consider both students who are currently (as of March 2020) under an educational accommodation/modification plan, and students who are not currently under an educational accommodation/modification plan.</p> <p>CCS will consider whether or not student inability to wear a face covering or face shield is due to a disability and consider if an evaluation is needed.</p> <p>If a staff member needs accommodation to the face covering plan, CCS will work to limit the proximity of the staff member to students, to minimize the possible risk of exposure.</p> <p>It is recommended that as face coverings are worn, they should be washed daily, or a new covering worn daily.</p> |

1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ 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>Isolation Measures: The school will defer to the <i>CCS Communicable Disease Management Plan</i> for appropriate isolation determination and processes.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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"> • 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. <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"> • 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. <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. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <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> | <p>All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. The student will be provided a facial covering (if they can safely wear one). The staff should wear a facial covering or face shield and maintain physical distancing, but never leave a child unattended. If 2 students present COVID-19 symptoms at the same time, 6 feet distancing will be maintained in the isolation area.</p> <p>While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain composure so as not to unduly worry a student or family. Anyone providing supervision will wear appropriate face covering or face shields and hands will be washed or sanitized after removing PPE.</p> <p>Staff will maintain student confidentiality as appropriate and will provide a clear explanation of procedures to the ill student.</p> <p>Daily logs will be maintained containing the following:</p> <ul style="list-style-type: none"> • Name of students/staff sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and • Name of students/staff visiting the office for illness symptoms, even if not sent home, as per routine health logs <p>Staff and students who are ill will stay home from school and if they become ill on campus will be sent home (transported by parent/guardian) or to a health care facility.</p> <p>Staff, students, volunteers and visitors with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. Guidelines from RSSL and LPHA will be followed regarding length of exclusion. School will refer to the "Planning for COVID-19 Scenarios in Schools" for guidance.</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 |
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| <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 |
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| <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). <input type="checkbox"/> 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). | N/A |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input 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. | |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. | <p>Technology: The school will provide a personal laptop for each student. We will clean and sanitize this device on a regular basis according to CDMP guidelines for cleaning technology. In addition, the staff will clean and sanitize each device brought onto campus for updates, repair, return, inventory, or redistribution.</p> <p>The school has signed up for Google Education suite and will be teaching students Google Classroom work to facilitate continuous learning experiences that occur on-site and in distance learning settings (off-site); we will include options for digital learning and provision for non- digital distance learning where internet and computers will not be available.</p> <ul style="list-style-type: none"> • Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. • Share the list of all the software and student-facing technology solutions with families. • Plan for adequate technology at home, including sending a school-owned laptop home, for off-site working, teaching, and learning. • Review technology policies and data privacy policies and update if needed. |

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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 | <ul style="list-style-type: none"> • Handwashing: Students, staff, and all people entering the building must wash/sanitize hands upon entry and exit. Time will be set aside for handwashing or sanitation frequently throughout the day including but not limited to after restroom use, before and after recess and PE, and before meals or snacks. • Equipment: Students will all keep their class books and supplies in their personal cubbies or desks. Supplies such as LEGO's, clay and blocks will be put into labeled individual student bins for individual student use only. Pencils, pens, scissors, tape, etc. will not be shared items, but will be labeled and kept in individual bins. Stacks of colored or lined paper can be taken by an individual for individual use but must not be returned to the stack. • Events: All fieldtrips, athletic events, practices, special |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</p> | <p>performances, school-wide parent meetings and other large gatherings will be canceled or postponed until safe and regulations in the Ready Schools Safe Learners have been changed to allow for these events</p> <ul style="list-style-type: none"> ● Transitions/Hallways: Because we are a one-teacher school, we will have one cohort and teachers will limit transitions out of the classroom. The outside classroom door will be used for entry and exit purposes. Only one student will be allowed in the hallway at a time to use the restroom facilities. ● Personal Property: Parents/guardians must label coats, backpacks, lunch boxes, school supplies and earphones. All personal items will be kept in an individual cubby space/desk. Students will be encouraged to bring lunches in labeled disposable bags. Students may bring personal labeled refillable water containers that they can fill at the classroom filling station. The station will be sanitized frequently. Personal school supplies must all be labeled and placed in a labeled pencil box or utility box and placed in the individual's cubby/desk. |

2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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 <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <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>Because Countryside only has one stable cohort group at this time, students will arrive anytime between 7:45 and 8:00 am in the morning and will leave between 4:00 and 4:15 in the afternoon.</p> <p>Students will maintain 6 feet distance when entering and exiting and will not shake hands or physically touch the teacher or others. When entering/exiting students must come from and go directly to their personal car for transport. Parents will remain in the car. Teacher will communicate with parents in their individual cars while maintaining social distancing safe and healthy practices.</p> <p>The playground will not be available for use during pick-up or drop-off by students or students' siblings or friends.</p> <p>Upon entering, staff will conduct visual screenings and fill out daily logs (see section 1a and 1f of the <i>Ready Schools, Safe Learners</i> guidance.).</p> <p>All students will enter and exit from their classroom outside door. They must use hand-sanitizer/wash hands upon entry and exit. Alcohol based hand sanitizer will be easily accessible near all entry doors and other high traffic areas.</p> |

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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 | <ul style="list-style-type: none"> ● Seating: Seating: Student desks have been placed 6 feet apart in addition to 35 square feet per person in the classroom. Students will maintain their home desk as their seat for all activities including lunch, unless lunch is done outside. ● Materials: All students will have their own labeled bins with their own labeled supplies, including manipulatives. There will be no shared supplies between students. LEGO's, clay, and other Maker Space items will be in individual labeled bins that are kept in cubbies/desk area. Paper may be picked up from the paper |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <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>dispenser but not returned. Hand sanitizer and tissues will be provided for use by students and staff.</p> <ul style="list-style-type: none"> Handwashing: Students will cover coughs or sneezes with an elbow or tissue. The tissue will be disposed of immediately in a trash dispenser. Trash bins will have lids and will be opened with a foot lever. Hands will be washed/sanitized frequently but not limited to entering and exiting, before and encouraged to do so after meals, and before and after recess/PE. Hands will be washed for no less than 20 seconds after restroom use. Hand sanitizer with 60-95% alcohol will be used frequently. (See CCS Communicable Disease Management Plan) |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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. 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. | <p>Playground: Playground will be closed to the general public, family of students and visitors until park playground equipment and benches reopen in the community (See Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). Playground equipment such as monkey bars and railings will be disinfected at least daily (school only has one cohort). (See CCS Communicable Disease Management Plan). Recess and PE activities will be designed to allow for physical distancing.</p> <p>Restrooms/Handwashing: Hands will be washed/sanitized frequently but not limited to entering and exiting, before and encouraged to do so after meals, and before and after recess/PE/use of playground equipment. Hands will be washed for no less than 20 seconds after restroom use. Hand sanitizer with 60-95% alcohol will be used as an alternative when hand washing is not possible—except after using the restroom when hands must be washed. (See CCS Communicable Disease Management Plan)</p> <p>Cleaning Requirements: Cleaning requirements will be maintained—facility will be cleaned and disinfected at least daily and frequently touched surfaces will be cleaned, sanitized, and disinfected multiple times per day. (See CCSS Communicable Disease Management Plan which is in compliance with the Ready Schools, Safe Learners guidance).</p> <p>Physical distancing will be maintained to the maximum extent possible on the playgrounds, fields and during recess, breaks, etc.</p> <p>Outdoor equipment will be cleaned at least daily following CDC guidance.</p> <p>School is small and does not have a staff room, elevator, or common staff lunch area. Workspaces will be limited to single person usage at a time to maintain six feet of distance between adults.</p> |

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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. | <p>Meal Services/Nutrition Staff: Hot lunches will be carefully supervised until COVID restrictions lift. All staff will be trained, and face shields or face coverings will be worn while preparing and serving snacks or meals. Pre-plated meals or snacks will be provided. Students will stay in the classroom at desks or eat outdoors adequately spaced 6 feet apart. They will only remove face coverings to eat or drink while maintaining distancing.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ 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>Food will not be shared among students and/or staff.</p> <p>Tables and desks will be cleaned and disinfected before and after meals. Hands will be washed before meals and will be encouraged to do so after. All items and surfaces will be cleaned thoroughly after meal. (School only has one stable cohort.) (See CCS Communicable Disease Management Plan).</p> |

2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <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. ☒ 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. | <p>Transportation: Students will be individually transported by their family or by individual family arranged cars. No buses or public transportation will be used to transport students.</p> <p>Students will be dropped off in the driveway near the entrance and come directly into the school. Parents will remain in their vehicle. Students will be dismissed by the teacher and met at the drop-off location when the vehicle comes to a stop. Parents will remain in the vehicle. The teacher will communicate with parents while they are in the vehicle, maintaining social distancing and wearing a face covering or face shields.</p> <p>Supervise front drop off area to ensure students are adhering to distancing guidelines.</p> <p>Students will enter and exit school through the front classroom door.</p> <p>Upon arrival, staff members will conduct a health screening of all students prior to their entering the school building.</p> <p>Logs of health screening will be kept for a minimum of 4 weeks.</p> |

2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) | <p>Cleaning and Disinfectants: All used surfaces and shared objects will be sanitized and disinfected frequently/multiple times per day.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>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.</p> <p>☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.</p> <p>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p>☒ 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.</p> <p>☒ 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.</p> <p>☒ 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. 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.</p> <p>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p>☒ 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).</p> <p>☒ 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> | <p>Classrooms, eating spaces, restrooms and playgrounds will be cleaned and disinfected on a frequent basis.</p> <p>Refer to section 2g for playground equipment.</p> <p>Disinfectants will be safely and correctly used following labeling directions as specified by the manufacturer. These products will be kept away from students. School will only use disinfectants that do not exacerbate asthma or lung/breathing challenges. See CCS Communicable Disease Management Plan.</p> <p>Ventilation: All student areas will be ventilated and school will increase the circulation of outdoor air as much as possible by opening windows and doors. Fans will be used with open windows and doors, when possible. Thought will be given to increase ventilation in areas where students with special health care needs sit. The HVAC system air recycling will be on at all times.</p> <ul style="list-style-type: none"> Increased ventilation will be considered should such cases arise. <p>School will be cleaned and disinfected at least daily.</p> |

2k. HEALTH SERVICES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <p>☒ 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.</p> <p>☒ 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>Isolation of Students: Students or staff who become sick or show signs of illness on campus will be isolated to the Infirmary Space located in the library. This space will be thoroughly cleaned and disinfected between uses. Students will be supervised until parent arrives to pick them up. Supervising staff will maintain a safe distance while visibly being able to monitor student and keep them comfortable. Collaboration will take place with the designated safety officer, the on-call nurse as well as the LPHA.</p> |

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <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"> • 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 <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <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. | N/A |

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <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. <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. <input checked="" type="checkbox"/> Drills can and should be carried out as <u>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. <input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <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. <input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to | Every month there will be at least 30 minutes of training with students for emergency preparedness. They will be drilled for fire, earthquake and safety threats. <ul style="list-style-type: none"> * Fire drills will be conducted monthly. *Earthquake drills will be conducted at the beginning of each semester. *Safety threat training and drills will be conducted at the beginning of each semester. Training and drills will be conducted with physical distancing as much as is possible. Drills will be conducted within the 15 min time frame. Drills will be practiced correctly. There is only one teacher so staff training is not needed. We are one stable cohort and will not need multiple drills. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>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> | <p>Students will properly sanitize after drills are complete.</p> |

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> <p><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.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><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.</p> <p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <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: <ul style="list-style-type: none"> ● 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. | <p>Students with lagging skills will receive continued instructions to assure understanding and compliance.</p> <p>Students with severe behavior issues will not be admitted until behaviors are under control or a parent will need to accompany student to school and have their own 36 square feet near their child.</p> <p>CCS will establish daily routines to build self-regulation skills at appropriate times and according to behavior needs.</p> <p>The teacher is trained in de-escalation techniques that do not require restraining and secluding while remaining calm.</p> <p>No staff</p> <p>CCS will follow the empathy guidelines for students that may struggle to self-regulate during routine drills that may cause a health and safety problem. Proper documentation will be logged and students and staff will maintain social distancing. If there is contact they will sanitize appropriately.</p> <p>CCS will follow safe protocols with students that require isolation from peers. If the room needs cleared after de-escalation procedures fail, students will evacuate to the covered play area. Logs will be kept and proper sanitation will be followed.</p> <p>If CCS unexpected interacts with Kids Akademy, contacts will be noted in the appropriate contact logs.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> • 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"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • 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. <p>Protective Physical Intervention</p> <ul style="list-style-type: none"> ☒ 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). | <p>Students with aggressive behaviors will be handled in with calm, using de-escalation techniques. Students dignity will be honored and the least restrictive measures will be taken. Hands will be sanitized if there is any contact between students and staff. Appropriate logging will be maintained.</p> <p>All space will be appropriately cleaned and sanitized after use.</p> <p>All PPE will be appropriately cleaned after any physical interventions.</p> |



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>CCS will refer to the “Planning for COVID-19 Scenarios in Schools” toolkit when necessary.</p> <p>LPHA Communication: Countryside Christian School will sign up for regular email updates from the LPHA showing the current transmission level.</p> <p>Key Stakeholders: Parents, the local school board, the Oregon Conference of Education and the LPHA will be notified immediately via phone, text or email if a confirmed case of COVID-19 is identified in one of the students or staff in the school. Once a directive is given to the school via the LPHA, stakeholders will again be notified in the same manner.</p> <p>Reports: When a diagnosed case is provided, the LPHA will provide a report and impose restrictions on contacts.</p> |

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> ☒ Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. | <p>CCS will utilize the “Planning for COVID-19 Scenarios” toolkit in responding to a COVID-19 outbreak in the school.</p> <p>Response Protocol: Countryside Christian School will work in coordination with the Oregon Conference of Seventh day Adventists and the LPHA to follow CCS Communicable Disease Management Plan and Follow the ODE Ready Schools, Safe Learners newest document.</p> <p>Learners provide their own lunches at Countryside Christian School 3 out of 4 days of the week. On Hot lunch days a certified food service provider will provide lunch trays for individual students. They will follow all protocols and procedures for sanitation and social distancing. Students lunches will be served on a roller cart so that minimal contact will take place.</p> <p>Distance learning protocols will be put into place if the school or a cohort is unable to meet on-site due to an outbreak or an identified case. Students will be given rich learning opportunities during the off-campus distance learning times.</p> <p>Communication via text, email or phone will be provided to all parents, school board members, and the Oregon Conference of Seventh day Adventist education department, and other stakeholders regarding when instruction on-campus will resume and other relevant calendar or timeline information.</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>The school will review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit in the recovery and reentry phase.</p> <p>All surfaces will be cleaned and disinfected as outlined in the CCS Communicable Disease Management Plan, in response the ODE’s Ready Schools, Safe Learners Document.</p> <p>The LPHA will be the guiding authority to begin bringing students back into on-site instruction after a positive confirmed case is reported.</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> |
|-----------------------------|--|
| | |