



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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eagle Cap Innovative High School, Baker City, District 5J
Key Contact Person for this Plan	Thomas Joseph, Ed.D., Principal
Phone Number of this Person	541.524.2604
Email Address of this Person	thomas.joseph@bakersd.org
Sectors and position titles of those who informed the plan	Superintendent, Central Administrators, BHS and BMS Principals, Transportation Supervisor, Food Services Director, BEA Building Representative
Local public health office(s) or officers(s)	Nancy Staten, Baker County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Thomas Joseph, Ed.D., Principal
Intended Effective Dates for this Plan	August 15, 2020 – November 6, 2020
ESD Region	Intermountain 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.

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.

Eagle Cap Principal, Thomas Joseph, held Zoom meetings with staff members to collect feedback on the efficacy of Distance Learning for all and to gather ideas regarding resuming school next year. The discussion addressed instructional models, with a primary focus on a hybrid structure. However, we did also discuss the need for social distancing and hygiene protocols to be established. A parent meeting was scheduled as well but unfortunately had no attendees. Another parent meeting will be scheduled in July. Information will be provided to parents during the August registration week.

Baker 5J shared district and school plans with Local Public Health Officials, Baker 5J School Board, Parent outreach through building principals, website and social media. This blueprint and our Communicable Disease Plan were also shared with key community partners: Eastern Oregon Coordinated Care Organization, Building Healthy Families, Eastern Oregon Head Start, EI/ECSE coordinator, Confederated Tribes of Umatilla Education Center, Harvest Christian School, Seventh Day Adventist School and Baker Charter Schools.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

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

Baker School District selected Comprehensive Distance Learning as their instructional model for August through October, 2020 in order to provide time for the county's rate of infection due to COVID-19 to stabilize and protect students, staff and families from further community spread. We have made this decision after much reflection in response to the reopening health metrics directive issued by Governor Kate Brown, Oregon Health Authority and Oregon Department of Education on July 29, 2020. Eagle Cap Principal, Thomas Joseph, has worked with his staff to create a plan for instructional delivery that will serve his unique student population. Eagle Cap serves many students who have not typically been successful in a regular education setting; the Comprehensive Distance Learning model does not serve them well. Dr. Joseph and his staff intend to take advantage of the Limited In-Person instruction group exception to help EC students maintain progress towards graduation. For this reason, we are including Sections 1-3 in this application, to demonstrate Eagle Cap's readiness to bring students back on campus for specific purposes. Many grade-level, independent learners at Eagle Cap have opted for a completely online model. Those students will work through the Acellus online curriculum while having the full support of their teachers through Zoom, email, and phone calls when the need help with their schoolwork.

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.

Baker 5J has made significant investment of time, effort and resources to provide schools serving grades PreK- Grade 12 and age 18-21 Transition Programs with the technology, tools and curriculum to implement comprehensive distance learning and maintain high quality support for students. As we enter the 20-21 School Year, the following steps have been taken to align with ODE Guidance:

- Eagle Cap staff is committed to ensure the safety and wellness of staff and students;
- Eagle Cap Principal, Thomas Joseph, surveyed family needs in terms of technology and access to the internet. We will provide devices for students and internet connectivity for families who indicate need for this support.
- Eagle Cap staff will undergo extensive training In addition, teachers will develop a schedule that allows adequate time for communication with individual students and parents including time for regular “check-ins”, frequent communication with parents and establishment of office hours.
- Instructional hours will meet the requirements of OAR 581-022-2320; at least 50% of the hours will be covered with teacher-facilitated learning; teachers will focus on engagement and allow for peer-to-peer interaction;health and SEL lessons will be embedded as a regular feature within the instructional schedule
- Staff will collaborate in the creation of instructional schedules that meet CDL requirements, plan frequent formative progress assessments, implement equitable grading policies and provide effective and timely feedback to students regarding their progress.
- A Virtual Open House will be scheduled prior to starting school on September 8 to ensure Eagle Cap families and students are familiar with the technology platforms and devices, and aware of changes in protocol for attendance, participation and grading.
- Support for students requiring specially designed instruction or additional support as indicated by TAG, ELD, Title I or 504 designation, will be provided synchronously whenever possible, through co-teaching, small group breakout sessions or one-on-one.
- Eagle Cap will continue to ensure meals are available for its students while CDL is in place.
- Privacy and security issues have been reviewed by our Tech Department and administrative team to ensure security and safety features are embedded in this plan. These systems, along with a review of FERPA guidelines, will be discussed with staff during inservice.

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.

Baker School District administrators and staff spent significant time planning for a hybrid approach to reopen schools this fall. This plan was developed with input from a wide variety of stakeholders, parents and community partners. Students were scheduled to be served through a combination of in-person and online programming beginning September 8. The District will revisit community health conditions in early October. If conditions have stabilized, the District, in collaboration with LPHA, will begin the process to reopen schools utilizing the hybrid model outlined in our previous plan.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input 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 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 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. 	<p>Baker School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. See Baker SD 5J Communicable Disease Plan.</p> <ul style="list-style-type: none"> ● Eagle Cap principal, Dr. Thomas Joseph, is the individual designated will establish, monitor, and enforce physical distancing requirements for Eagle Cap High School. ● LPHA staff: Nancy Staten and Alicia Hills, Baker County Health Department, Dr. Eric Lamb and Dr. Neil Carroll, Eastern Oregon Medical Association, Mark Bennett, Baker County Commissioner, Jason Yencopal, Baker County Emergency Response, Becky Black,, School Health Nurse ● Eagle Cap staff will be trained during August inservice on the Ready Schools, Safe Learners protocols that are to be followed in the building..

- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.

- Confirmed cases among students or staff will be reported to the school secretary and/or principal school, who will notify the school health nurse. The school nurse will notify Baker County Health Department and District Office.
 - Eagle Cap High School will be disinfected systematically at least once weekly, including buses and athletic facilities. Cleaning of high contact areas, eg. desks, chairs, counters, knobs, sinks, etc.) will occur twice daily in cohort use areas; cleaning of shared common spaces (bathrooms, other) will occur throughout the day; times will be logged and records kept by maintenance staff)
 - A google doc will be created for schools to track symptoms and clusters of illness occurring among staff and/or students. This document will be shared with LPHA daily.
 - Documentation will be kept at each school site for a minimum of 6 weeks. All documentation will be shared with LPHA via Google drive; hard copy reports will be made available to LPHA monthly or more frequently upon request.
 - Staff will be assigned to entry point stations in the building to monitor the traffic flow and provide visual screening of individuals who enter the facility. These staff members will maintain a log of all visitors.
- Screening Staff:**
- Staff will be required to self-report if they have been exposed to or have symptoms related to COVID-19. Temperature checks will be administered daily.
 - Staff members presenting with temperatures at or above 100.4 or with visible symptoms of illness will be directed to the office isolated from physical contact. Staff will remain home for a minimum of 24 hours after fever has subsided and/or symptoms improved.
- Screening Students:**
- Transportation staff will record ridership daily via 833 route forms.
 - Staff will be assigned to entry point stations in the building to monitor the traffic flow and provide visual screening and temperature checks for individuals entering the facility. These staff members will maintain a log of all visitors.
 - Students presenting with temperatures at or above 100.4 or with visible symptoms of illness will be directed to the office for isolation and observation until parents can be contacted for pick up.
 - Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.
 - Baker SD will collaborate with LPHA to communicate with families, school community and stakeholders, including YTP, Head Start and EI/ECSE staff, concerning newly diagnosed COVID-19 cases. The school will provide all information necessary for contact tracing. Contract tracing will be handled by the LPHA.
 - The building administrator or department supervisor will be responsible for ensuring daily logs for staff and student cohorts are maintained in their respective facility.
 - The daily log will include students and staff using district transportation, staff who work in more than one building and students who attend classes in more than one facility. Daily contact logs will be maintained on site for a minimum of 6 weeks and shared with the LPHA upon request.
 - Students enrolled less than full time will be tracked as a single cohort. The daily log will include the student's name, arrival/departure time, parent and emergency contact, and any staff or students who regularly interact with the student within the

<ul style="list-style-type: none"> <input 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 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 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 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 type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<p>learning environment. Daily student/ cohort logs for each site will include:</p> <ul style="list-style-type: none"> ● Name ● Arrival / Departure ● Early check out ● Personal and emergency contact information ● Contact information regarding staff, including substitutes, guests and itinerant staff will be maintained at the school office. ● Documentation will be maintained on site for a minimum of 6 weeks and shared via Google Drive with LPHA. Hard copies of reports will be available upon request. ● Staff members who regularly move between buildings as part of their assignment with the District will keep a log of their activities and indicate interactions at each site. Logs will be kept for a minimum of 6 weeks. ● In the event that an individual diagnosed with COVID-19 enters a district facility, Baker School District Superintendent will consult with the LPHA for next steps regarding cleaning and/or potential temporary program closure. ● The Eagle Cap High School principal will contact the Superintendent who will coordinate with LPHA and Baker County Emergency Response staff to establish communication channels and an emergency response framework. This framework will be vetted with emergency response stakeholders and a “dry run” tabletop practice held prior to student arrival on campuses. ● Staff will be trained during inservice week on the Ready Schools, Safe Learners protocols that are to be followed in the building.
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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care</p>	<ul style="list-style-type: none"> ● Staff and students will be given the opportunity to self-identify as high risk or living with a high-risk family member. ● Students identified as high-risk will be offered a menu of learning options. Under the guidance of the building administrator, a team including the school health nurse, parents and staff, will collaborate to create the best plan of approach for each individual student fitting the criteria for high-risk. ● The School Health Nurse creates Individual Health Plans for students identified as medically fragile, those with complex medical needs and those who are nursing-dependent. ● High risk students are identified with a medical alert icon in the Student Information System in order to assist in tracking their attendance, course selection, care and progress. ● Students with underlying medical conditions that prohibit them from being physically present in the building will be offered an online instructional model. ● Students will be provided chromebooks to access instruction each day. When necessary, the district will provide an internet hotspot to assist families having trouble accessing online lessons. ● Students identified as vulnerable, either by a physician, or parent/guardian, will have the option to enroll in online instruction with their regular classroom teacher. In this manner, students will be able to participate in synchronous instruction and interact with peers. Bi-weekly check-ins will be conducted by the teacher to ensure continued progress and good communication is maintained with students/parents. ● The Baker 5J School Health Nurse, in collaboration with the building interdisciplinary team, is responsible for developing and managing individual Health Plans for students identified as being medically fragile, having complex medical needs and/or are nursing dependent. In the event that high risk individuals meet criteria for exclusion from in-person instruction, distance learning options will be provided.

provided to individual students as outlined in ODE guidance and state law:

- Communicate with parents and health care providers to determine return to school status and current needs of the student.
- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
- Service provision should consider health and safety as well as legal standards.
- 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:
 - 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.

- The Health Nurse communicates with parents and health care providers; coordinates with and updates district specialists and other health personnel regarding services pertinent to the student's plan. Health and Safety standards are considered as well as legal requirements.
- Students who experience disability will continue to receive specially designed instruction. Students with language services will continue to receive English Language Development through a virtual model.
- Management responsibilities include modifying Health Plans, Care Plans, providing pertinent input on student IEPs or 504s and any other student-level medical plans.
- The School Health Nurse has access to professional development and resources necessary to remain up-to-date on current guidelines and protocol.
- The School Health Nurse works collaboratively with the Special Education Director and interdisciplinary teams to ensure health and safety standards, as well as ADA and FAPE requirements, are met.
- The District ensures medical grade PPE are available for nurses and health professionals working within its employ.
- The School Health Nurse works collaboratively with the Special Education Director and interdisciplinary teams to ensure health and safety standards, as well as ADA and FAPE requirements, are met.
- Virtual access to daily instruction within the regular classroom setting will be offered to high risk individuals meeting criteria for exclusion from in-person settings.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. 	<ul style="list-style-type: none"> ● Classrooms will be organized so that each person will have 35 square feet of personal space. <p>CLASSES WILL BE SPLIT INTO A AND B GROUPS</p> <ul style="list-style-type: none"> ● Eagle Cap students attend classes on BHS campus as well, so students will be grouped similarly ● A Group will attend in-person Monday/Wednesday ● B Group will attend in-person Tuesday/Thursday ● While one cohort is meeting in person, the alternate cohort will be attending through online instruction. ● Each cohort will consist of approximately 234 students.

<ul style="list-style-type: none"> <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> • There will be two lunch periods embedded into the daily schedule, which will reduce each lunch cohort to approximately 117 students per session. • Class Rosters with no more 18 students with one teacher (maximum of 19 people with 700 square feet in classroom). • Schools will adhere to physical distancing guidelines including classrooms, lunch rooms, staff meeting and break rooms. • Hallways will be marked with one-way directions and markers to maintain and promote physical distancing. Floor Signs will be placed in front of offices to indicate where visitors should stand to maintain physical distancing. • Signs will be placed in front of offices to indicate where visitors should stand to maintain physical distancing. • Staff will explicitly teach and reteach guidelines throughout the year. Targeted support will be provided for students as needed. • Staff will maintain physical distancing while at work; staff meetings and professional development will be held virtually.
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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> 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. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Transportation</p> <ul style="list-style-type: none"> • Eagle Cap High School has established a stable cohort of students each day. • Updated contact-tracing logs are required for each run of a route. <p>In-Building Cohorts:</p> <ul style="list-style-type: none"> • Eagle Cap High School has established a stable cohort of students on site each day with no more than 15 students in a cohort. • Some Eagle Cap students will take Voc/Tech courses that meet on a daily basis at BTI to progress through certification training. • ELL and SpEd students requiring 4-day cohorts will continue to receive specialized services at BHS • Updated contact-tracing logs will be maintained for each day in the building. • Cleaning protocols will be implemented between each classroom session. • Cleaning protocols will be implemented between each classroom session. • Logs will be maintained for students who leave and enter a stable cohort, including departure from the room for personal or academic purposes, early departure from school, etc. Where feasible, bathroom usage will be stipulated for cohorts. • Staff, and in some cases students, will ensure common surfaces are cleaned and wiped between multiple uses. • Cohorts will be designed to maintain access to general education for all students, in accordance with ADA and IDEA guidelines. • Staff who interact with multiple cohorts will wash and/or sanitize their hands between interaction.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> ● Communication to the community, families, and staff will be made through print and online media to inform them of the chosen instructional model, rationale behind that decision, and the expectations regarding infection control measures. ● Communication protocols for informing students, families and staff who have come into close contact with a confirmed COVID-19 case (within 6' of a COVID-19 case for 15 minutes or longer) have been developed in consultation with LPHA and is outlined in the Baker SD 5J Communicable Disease Handbook. ● Staff will have the contact information for the District Interpreter/Translator in order to communicate a new case (s) and its protocols. Also, Interpreter/translation will provide information through weekly/monthly newsletters provided by ELD/Regular classroom instructors. ● Protocols for communicating immediately with staff, families and the community regarding any new case(s) of COVID-19 diagnosed in students or staff have been developed in consultation with the LPHA outlined in the Baker SD 5J Communicable Disease Handbook. ● Health information, including signage, flyers and newsletters, will be provided in English and Spanish, in alignment with our current school population.
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1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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: <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 <input 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. 	<ul style="list-style-type: none"> ● The District will provide written and verbal communication for staff prior to returning for the school year which explains infection control measures being implemented to prevent the spread of disease. Staff and students will be directed to stay home if they or anyone in their homes have symptoms related to COVID-19. ● Protocols and expectations will be shared with parents of languages other than English utilizing written, verbal and/ or electronic communication systems. ● Communication protocols for informing students, families and staff who have come into close contact with a confirmed COVID-19 case (within 6' of a COVID-19 case for 15 minutes or longer) have been developed in consultation with LPHA and is outlined in the Baker SD 5J Communicable Disease Handbook. ● Staff will have the contact information for the District Interpreter/Translator in order to communicate a new case (s) and its protocols. Also, Interpreter/translation will provide information through weekly/monthly newsletters provided by ELD/Regular classroom instructors. ● Staff and students exhibiting symptoms of other infectious diseases will also be excluded from school, per existing policy and protocols. Details and related policies are located in the Baker SD 5J Communicable Disease Plan. ● Staff will be trained during pre-service contract days in recognizing symptoms and responding by seeking immediate medical attention for students and /or staff who exhibit symptoms of medical severity, including difficulty breathing, persistent pain or pressure in the chest, confusion or inability to awaken, bluish lips or face. ● Students and staff will be screened for symptoms upon entry to bus and school facilities every day. <p>Arrival and Entry</p>

- 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.

Eagle Cap students will use the west doors only to enter and exit. The two-sided doors will be clearly marked enter/exit to provide some level of safe distancing.

- Students will be screened for potential health risks upon initial entry.
- A Paraprofessional will visually screen students for symptoms
- Breakfast will be served in the students' designated classroom as a grab and go option, following guidelines for hand washing/sanitizing.
- Students using district transportation will be provided isolation if exhibiting signs of symptomatic illness.
- A paraprofessional at the building will visually screen students and provide temperature checks upon initial entry for school.
- If the screening indicates symptoms, the student will be directed to wait outside for parents or to the designated isolation room while parents are contacted.
- Students will be advised to stay home for at least 24 hours once fever is gone and symptoms are resolving.
- Staff assigned to each entry will maintain daily contact tracing/ screening logs for students upon arrival.

Screening Staff

- Staff are required to report when they may have been exposed to or have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms. However, they are expected to self-report any visible symptoms they may observe from students during the school day.
- Individuals will be advised to remain home for 24 hours after the fever has resolved without the use of fever reducing medications and other symptoms have improved.
- Anyone displaying or reporting primary symptoms of concern will be isolated and sent home as soon as practicable.
- Individuals will be advised to remain home for 24 hours after the fever has resolved without the use of fever reducing medications and other symptoms have improved.
- Baker School District will consult with LPHA regarding protocol for restricting from school any staff or student known to have been exposed to COVID-19 within 14 calendar days, including chronic or baseline cough that is worsening or not well controlled with medication.
- Staff and students will be given the opportunity self-report regarding chronic cough or baseline symptoms due to non-COVID related medical issues upon returning to school. This information shall be noted on student/staff records for future consideration.
- Hand hygiene will be taught to students at the beginning of the year. Hand sanitizer and hand washing stations will be set up at entry of each district facility; hand hygiene will be reinforced daily.
- Health information, including signage, flyers and newsletters, will be provided in English and Spanish, in alignment with our current school population.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 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 type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	<ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in schools or complete other volunteer activities that require in-person interaction. Adults in schools are limited to essential personnel only. • Essential visitors must wash hands or sanitize upon entry and exit. • All visitors will be required to wear a face covering. • Visitors will be visually screened for symptoms and temperatures checked. Visitors will not be allowed to enter if symptomatic. • Itinerant staff and essential visitors will be asked to wash or hand sanitize upon entry/exit, wear face coverings and observe 6' physical distancing while in school facilities. • Visitors will be screened for symptoms upon every entry for symptoms related to COVID-19 and directed to follow building protocol for health and safety precautions. Information gained through visitor logs will be kept on file for a minimum of 6 weeks and shared with LPHA upon request. • The District will publish communication regarding the restriction of non-essential visitors and enforce physical distancing of 6' or more. This information will be published in Student Handbooks. The District Interpreter/Translator will help communicate these guidelines for non-English speaking visitors.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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 type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . <input 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 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. 	<ul style="list-style-type: none"> • The District will provide face coverings and/or clear face shields for all staff, service providers, contractors, visitors or volunteers. • Parents will be advised that face coverings are recommended for all students age 5 and up. The District will provide face coverings for students who are unable to provide their own. Instruction regarding the proper use, wearing and cleaning of face coverings will be provided to staff, parents and students. • Students demonstrating a need to remove their face covering for a short period of time will be provided breaks and a space away from peers while remaining under the supervision of a district staff; instruction reinforcing the need for PPEs, including proper wearing of such, will be provided prior to allowing the student to re-engage with peers. • The District will provide School appropriate PPE for the district Health Nurse, School Based Health Clinic staff and any other staff providing direct care and monitoring of staff and/or students.

Protections under the ADA or IDEA

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| <ul style="list-style-type: none"> <input 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; ● Additional instructional supports to effectively wear a face covering;
 <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. | <ul style="list-style-type: none"> ● Students with existing medical conditions, are under doctor's orders or have health related concerns regarding the use of face coverings will not be denied access to on-site instruction. ● IEP and 504 plans will be updated for students requiring special support or consideration in regards to the use of face coverings. A variety of face coverings will be offered to meet the individual needs of students. Breaks from use of face coverings and distance away from peers will be provided as needed.
 ● Students resistant to the use of face coverings will be provided opportunities for "breaks" and additional support.
 ● The individual needs of students with existing medical conditions or other health related concerns who produce a physician's order not to wear face coverings will be considered in collaboration with parents and building administrator when considering the most appropriate educational venue for the student.
 ● IEP and 504 plans will be updated for students requiring special support or consideration in regards to the use of face coverings.
 ● The District Special Education Director will direct his staff to consider the need for potential IEP screening for students who demonstrate inability to comply with face covering requirements during in-person instruction.
 ● The District will collaborate with staff requiring ADA accommodations to minimize the possibility of exposure by various means, including |
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modifying tasks and assignments to minimize the staff member's proximity to students and other staff.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in 	<ul style="list-style-type: none"> • A designated primary isolation area will be used for students and staff who are symptomatic. This will be the former nurse station that is currently used as an ISS room. • Protocols for assessment, exclusion and isolation of students and staff will be established and communicated for transportation, arrival to school and during the school day. • Staff and students will be screened before entering the school building each morning for symptoms. Classroom teachers and/or health room staff will monitor symptoms throughout the day. • The school health nurse will be consulted prior regarding the establishment of rooms to monitor students or staff who require isolation due to symptoms of illness; physical arrangements shall reflect ODE and OHA guidelines for safe distancing and prevention of community spread; the needs of students requiring routine treatment and/or medication shall be administered separately from those showing signs of illness. Students and staff will be instructed in the routine of hand-washing for 20 seconds after removal of PPE. • Students who are generally well and who require medications or routine health treatments will be provided for in an area separate from the isolation room. These activities will be supervised and logged, per school guidelines. • Symptomatic students will remain at school until a designated adult can Use of face coverings will be required for symptomatic students and staff, unless symptoms make this impracticable • The principal or designee will supervise students who are symptomatic, maintaining at least six feet of distance and wearing facial coverings and/or shields; staff will implement hand washing for a minimum of 20 seconds. • The District Interpreter/Translator will be present to communicate steps being taken for students who are Non-English speaking in order to assure the student in this process and will contact parents to relate the necessary protocols for assessing their child and communicate the steps required to be taken by school nurses, health care providers, or other staff. • Secondary isolation areas will be identified and utilized as needed. • Logs (including name of student, reported symptoms/reason for health room visit, action taken) will be maintained for every student using the health room, regardless of whether they are treated or sent home. • Students and staff who become symptomatic while at school will be sent home. Students will be picked up and taken for medical evaluation, if necessary, by parent/guardian or verified emergency contact; staff will be released to their own vehicle or self-arranged transportation. • Those with COVID-19 symptoms will be advised to follow LPHA guidance regarding treatment of symptoms, restricted activities, self-isolation and timing for returning to school. • Baker School District consulted with the school nurse and LPHA staff for development of protocols and assessment of symptoms.

development of protocols and assessment of symptoms (where staffing exists).

- Record and monitor the students and staff being isolated or sent home for the LPHA review.

- Documentation regarding isolation of students and/or staff for health reasons will be maintained at the school office site for a minimum of 6 weeks. Documentation will be available for LPHA review through a shared drive; printed copies will be shared with LPHA upon request.



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
<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> ● The District assures students in Grades 7 -12 will be enrolled following ODE guidelines. ● Baker School District will follow regular enrollment reporting practices, with the exception of temporary ODE guidelines suspending the 10-day drop rule during this time of heightened health risk. ● Staff will reach out to students who have stopped attending and/or who were enrolled but did not show up until the school receives confirmation that the student has been transferred or officially withdrawn from Baker 5J. ● Building administrators will direct office staff to request documentation of a student's withdrawal from the prior school within 10 days of enrollment. ● Attendance policies will be modified to account for students not participating in-person instruction due to health and safety reasons. ● Staff will maintain connection with students who are absent as a result of COVID-19 symptoms at least weekly. ● Attendance policies reflecting ODE guidelines for temporary suspension of the 10-day drop rule will be followed; these students will be included in the Cumulative ADM report.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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). <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. 	<ul style="list-style-type: none"> ● Attendance for full and part-time students in Grades 7-12 will be taken once per class period,, whether participating in CDL, hybrid or in-person. ● The building principal will designate an Eagle Cap attendance team to review individual and school-wide attendance data weekly. ● Attendance protocol for online, in-person and hybrid classes will be communicated to students and families and outlined in Student Handbooks. These policies and protocols will be translated by the District Interpreter/Translator and communicated with Non-English Speaking students and parents.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> ● District owned devices are tagged with individual identification numbers to facilitate inventory, updating, sanitization and redistribution. ● Staff involved with collection, sanitation and redistribution of equipment will be trained to follow appropriate sanitation and physical distancing guidelines.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input 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. 	<p>Handwashing:</p> <ul style="list-style-type: none"> ● All students will have access to hand washing or hand sanitizing prior to breakfast and lunch, and whenever they enter or leave the classroom. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. <p>Equipment:</p> <ul style="list-style-type: none"> ● Equipment includes materials such as school supplies, PE equipment, Science labs, computer stations, and vocational education equipment in shop classes. Sharing of equipment and supplies will be restricted whenever possible. All shared equipment will be cleaned between users. Hand sanitizing stations will be installed at various locations throughout the school. <p>Events:</p> <ul style="list-style-type: none"> ● Off-site field trips and events requiring visitors or volunteers are canceled during times of heightened risk of illness. In-school events will be modified to follow cohort and physical distancing guidelines, or will be held virtually. Use of the building by outside groups will not be allowed. <p>Transitions/Hallways:</p> <ul style="list-style-type: none"> ● Hallways will include one-way traffic markings to reduce contact.

<ul style="list-style-type: none"> <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>Cohort classrooms will be assigned by building area to allow access to a single bathroom, drinking fountain and handwashing station throughout the school day.</p> <p>Personal Property:</p> <ul style="list-style-type: none"> ● Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack. Personal property must be clearly labeled with the student name and will only be used by the student. The District Interpreter/Translator will communicate established policies to parents in regards to personal property. ● Restrooms will be assigned based upon the location of cohort classrooms. Visual reminders will be used in all restrooms to encourage hygienic practices including: Handwashing techniques, Covering coughs/sneezes, social distancing, facial coverings, COVID-19 symptoms.
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2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> ● Physical distancing guidelines will be maintained for students and staff entering and exiting from the building. <p>Schedules and Arrival and Entry</p> <p>Eagle Cap students will use the west doors to enter and exit.</p> <ul style="list-style-type: none"> ● Upon entry, students will go directly to their designated cohort classroom. ● Staff will be present at the entry point to visually screen students for symptoms and track cohort data. ● Students identified as potentially symptomatic will be directed to the office for safety protocols. ● Breakfast will be available for student pickup in their classroom. ● Arrivals will follow entrance protocols which include using a facemask, hand sanitizer, and proper entrance door. ● All sign-in/sign-out tracking will be handled by classroom instructors to reduce sharing of pen/paper. ● Students identified as potentially symptomatic will be directed to the office for safety protocols. ● Late arrivals will be directed at the door to report to the main office window to reduce foot traffic within the office. ● Hand sanitizer and/or washing stations will be available at all entry points.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and 	<ul style="list-style-type: none"> ● Seating: Classroom seating will be arranged with students being seated a minimum of 6 feet apart. Students will be seated at tables individually or at individual desks. ● Materials: Students will be using supplies that are specifically labeled for their personal use, avoiding cross-contamination. In circumstances where this is impossible, such as with robotics equipment, the materials/equipment will be cleaned between users.

respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

- **Handwashing:** All students will wash their hands thoroughly upon entry into the building. Handwashing stations will be available to students throughout the building. Hand sanitizer will be available in each classroom. Signage will be placed at handwashing stations to remind students and staff to follow effective hygiene practices.
- **Furniture:** All upholstered furniture will be removed from classrooms and common areas.
- **Traffic Flow:** Each hallway will have visual cues as to direction of travel to promote physical distancing.
- **Environment:** When possible, classroom windows will be opened to allow for more air flow into the learning environment. In addition, teachers will be encouraged to conduct classes outside and students will be encouraged to spread out as conditions allow.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> ● Students will have the option to access outside green spaces during planned break times while maintaining social distancing. ● Students will wash their hands or use hand sanitizer before returning to the building. ● Soap and water will be made available in staff and student restrooms. Staff will instruct students on the importance of hand hygiene and respiratory etiquette. ● No outdoor equipment will be used. ● Signage will be in place in staff and student bathrooms and sink areas emphasizing the importance of hand hygiene protocol and respiratory etiquette. ● No outdoor equipment will be used. ● Staff will maintain 6’ distancing; one person at a time use of common staff areas and workspaces will be encouraged.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> 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. <input type="checkbox"/> 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). 	<ul style="list-style-type: none"> ● Input from the District Food Service Director staff was solicited and incorporated into this reentry plan. ● No buffet style food service will be used. ● Staff will communicate regarding the rationale for restricting the sharing of food and beverages between individuals. ● Students will pick up grab-and-go breakfast options in the morning. Traffic flow will be directed with clearly marked signage on the floor. ● All students must wash their hands or use hand sanitizer prior to meals. ● The District will require face shields or face coverings to be worn by all nutrition and serving staff.

<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> ● Students will be required to wash hands or utilize hand sanitizer prior to eating; Serving lines and seating for meals will follow physical distancing guidelines; arrangements. ● ● Food service staff will clean all items utilized in preparation and serving of meals in accordance with USDA guidelines. ● Food service staff will clean and sanitize high-use touch-points and meal counting systems between cohort visits. ● Tables and other commonly used areas will be cleaned between meal periods. ● Cafeteria and mealtime tables will be arranged to maintain social distancing. ● Staff will be advised to eat snacks and meals independently.
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2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance) <input type="checkbox"/> 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. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> ● Representatives from the transportation department provided input to this portion application. All transportation employees will participate in back-to-school training, including a thorough introduction to protocol, policies and practices related to Ready Schools, Safe Learners. ● Buses are disinfected regularly with a DEQ approved product; frequently touched areas will be sanitized between each route. ● Buses will unload at the south entrance of the school; self-driving students will enter at the west entrance. ● Students will enter and exit the bus one at a time, with 6’ distancing protocol at stops. Students will utilize hand sanitizer, apply face coverings and be seated 3’ apart, in alternating locations. ● Drivers will visually screen students for signs of illness; those students displaying symptoms will be provided a face shield and isolated as much as practicable from other students on the bus. ● Upon arrival at school, the driver will notify the office by radio; the student will be escorted to the building health room; parents will be contacted and notified of the student’s symptoms. The District Interpreter/Translator will serve as liaison for non-English speaking families. When possible, the student will be seated in the first row and allowed ventilation through an open window. The bus will be disinfected once all students have exited. ● The bus driver will inform the school office of any student returning home by bus who develops onset of symptoms while in transit; parents will be contacted by the school. ● The Transportation supervisor, in collaboration with each student’s IEP team and the School Health Nurse, will help develop an individualized transportation plan for any student requiring specialized service. ● Drivers employed by Baker School District 5J will utilize face shields or face coverings while transporting students or staff. ● Baker 5J will communicate changes in transportation protocol to parents/guardians by mail, during back-to-school registration, on the District Web Page and through the Student Handbook. The District Interpreter/Translator will provide all communication in the home language of non-English speaking families. ● Face coverings will be required for all student using district transportation.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> 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). <input type="checkbox"/> 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). 	<ul style="list-style-type: none"> ● Maintenance and regular staff will clean, sanitize and disinfect all high touch and common use areas and items daily, including classrooms, restrooms, meal areas and outdoor play equipment. Common areas will be disinfected at least weekly with VitalOxide; high touch areas will be sanitized prior to reuse by another cohort. ● Not applicable. ● Staff will be trained to apply disinfectants safely and correctly; products will be kept in locked areas (for young children) or areas clearly marked as off limits to students. ● Building administrators will ensure common areas, classrooms and health rooms are ventilated in the manner described as much as practicable. Staff will receive instruction regarding the use of fans and the need to maintain proper ventilation during pre-service contract days in August. ● Facilities will be cleaned and disinfected daily. ● The Director of Maintenance and District Safety team will review all facilities to review the current status of ventilation and air flow and to make recommendations regarding modifications to improve HVAC prior to school start up. These recommendations will be reported to the Superintendent for consideration.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<ul style="list-style-type: none"> ● The District maintains a prevention-oriented health services program for all students, including spaces utilized for isolating students from the general population who require privacy while attending to their individual health care needs. ● The District collaborated with licensed, experienced health staff, including LHPA staff, practicing doctors, School Health Nurse, school counseling team and other specialists to create their hybrid reentry plan.

- District interpretation/translation services will be made available for non-English speaking parents regarding the steps taken to provide the necessary care for their student.

2I. 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. 	Not applicable.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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 type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.	<ul style="list-style-type: none"> ● Baker School District schools follow emergency drill protocol as outlined in ORS 336.071 and OAR 581-022-2225 whenever students are on campus for instruction. The emergency drill schedule includes 30 minutes of instruction on procedures and the rationale behind procedures. ● Drills are carried out with emergency personnel in attendance and students directed to respond in a manner as close as possible to that of an actual emergency.

<ul style="list-style-type: none"> <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <input 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 type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). <input 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. 	<ul style="list-style-type: none"> ● Physical distancing protocol will be maintained as often as possible; when not practicable, drills will be completed in under 15 minutes. ● Staff will be instructed in emergency drill procedures prior to students arriving on campus. ● All students will be included in drill procedures once allowed to return to in-person instruction. ● Staff will provide opportunity for students to wash hands with soap and water or utilize hand sanitizer following drill procedure.
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff 	<ul style="list-style-type: none"> ● Baker School District staff are trained in Collaborative Problem Solving framework of engaging students who experience difficulty complying with school structures, routines and expectations. ● Building administrators have worked with School Teams to develop protocol for assisting students displaying escalated behaviors. ● Building staff have established routines and protocol for creating a positive culture and learning environment for all students. ● Staff are trained in de-escalation strategies and how to avoid the need for physical restraint and seclusion. ● Staff are provided opportunity and resources to help maintain their own level of self-regulation, including participation in the District Wellness program. ● Building administrators will work with Student Support Teams to create plans in case student behavior escalates to levels that place the student, others or staff at risk, including fight, flight or freeze responses. ● Staff will utilize least restrictive methods when supporting students whose behaviors escalate to the point of requiring immediate distancing from peers through room clears. Alternative spaces will be identified for the staff and students clearing the area; physical distancing protocols will be observed. Staff will be advised to wash

<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <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. <p><input type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>Protective Physical Intervention</p> <p><input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	<p>hands after handling a close interaction; close proximity lasting more than 15 minutes will be logged.</p> <ul style="list-style-type: none"> ● Staff intervening with students who engage in physically aggressive behaviors that harm self or others will follow empathetic, restorative strategies as much as possible to deescalate the situation. Staff will be advised to wash hands after handling a close interaction; close proximity during which individuals may have transmitted droplets or that last more than 15 minutes will be logged. <ul style="list-style-type: none"> ● Spaces involved in altercations will be cleaned and disinfected before being open for use by others. <ul style="list-style-type: none"> ● PPE will be cleaned/sanitized after any episode of physical interaction.
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3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<ul style="list-style-type: none"> ● Baker School District has initiated a regular meeting process with the LPHA and will remain in communication throughout this period of heightened health risk. Protocol for communication related to transmission levels of pandemic virus, including COVID-19, related emergency response framework and incident reporting will be aligned with <i>Planning for COVID-19</i> and reflected in Baker SD 5J Communicable Disease Plan.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
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<input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<ul style="list-style-type: none"> ● Outbreak response protocol was coordinated with the LPHA and County Emergency Response staff. Baker School District will follow guidelines and protocols listed in <i>Planning for COVID-19</i>. ● Eagle Cap High School will implement a comprehensive plan for delivering online learning at each level of instruction, grades 7-12, that includes up-to-date technology platforms and online programming. This system will be utilized any time individual students and/or cohorts are identified as requiring to move to a short-term distance learning model resulting from a COVID-19 outbreak. ● Baker SD will continue to provide meals as we have in the past, utilizing systems placed in operation during Distance Learning for All in Spring 2020.
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3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input 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 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.	<ul style="list-style-type: none"> ● Eagle Cap High School staff will follow guidelines and protocols listed in <i>Planning for COVID-19</i>. ● Prior to re-entering school after closure, maintenance staff will follow CDC guidance to clean, sanitize and disinfect all high touch and common use areas and items daily, including classrooms, restrooms, meal areas and playgrounds. ● Baker SD will collaborate with LPHA to develop plans for bringing students back to campus as we transition back to in-person or hybrid instructional models.



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>