



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Baker Early Learning Center (BELC)
Key Contact Person for this Plan	Angela Lattin, BELC Director
Phone Number of this Person	541.524.2310
Email Address of this Person	angela.lattin@bakersd.org
Sectors and position titles of those who informed the plan	Baker 5J Administrative Team; MaLena Wirth, ESL Student/Family Liaison, Kim Virtue, Homeless Liaison, Becky Black, School Health Nurse
Local public health office(s) or officers(s)	Dr. Eric Lamb, Dr. Neil Carroll, Nancy Staten, Alicia Hills - Baker County Health, Jason Yenocpal, Mark Bennett - Baker County Emergency Response
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Angela Lattin, BELC Director
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.

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

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

In creating this plan, BELC utilized information and plans Baker 5J created with Local Public Health Officials, Baker 5J School Board, website and social media. BELC staff worked in collaboration with BELC School to prepare for the 2020-21 school year taking into account feedback from multiple staff meetings and parent Zoom meetings. The BELC worked closely with local family partners including Head Start, Building Healthy Families, New Directions NW, Baker County Health Department, Child Care Resource & Referral, and other organization to ensure groups who are underserved and marginalized in the community and may be adversely impacted by COVID-19 at a higher level are served. Parent meetings are on-going and scheduled at regular intervals. BELC information is posted on social media, and the director has been actively reaching out to families via online communication to gather feedback.

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/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) 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 has 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. We intend to provide limited in-person instruction for specific groups of students until we are able to resume in-person learning for all.

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 CDI 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. BELC is committed to ensure the safety and wellness of staff and students;

- The Baker Early Learning Center is committed to ensure the safety and wellness of staff and students;
- We have 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.
- BELC 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

- BELC 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.
- We will hold a Virtual Open House for parents and students prior to starting school on September 8 to ensure 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.
- The Baker Early Learning Center ensures meals will be available for school aged children 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 SD administrators and staff have spent significant time planning for an on-site model to reopen school 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 an in-person learning module beginning September 8. We are ready to implement this plan. We 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 on-site model, or a hybrid model. In the meantime, we intend to provide limited in-person instruction to serve students with specific instructional needs.

*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"> <li><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<ul style="list-style-type: none"> <li>● BELC staff will follow the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</li> <li>● <a href="#">See Baker SD 5J Communicable Disease Plan.</a></li> <li>● Angela Lattin, BELC Director, is responsible for establishing, implementing and enforcing all requirements consistent with this plan.</li> <li>● Becky Black (district nurse), Nancy Staten (Baker County Health Department).</li> <li>● BELC administrative, certified and classified staff will be trained in Sections 1-3 <b>Ready Schools, Safe Learners</b> during Inservice, August 24-September 3. Substitutes and other contract personnel will be trained prior to their individual employment dates for the 20-21 SY.</li> <li>● Confirmed cases among students or staff will be reported to the school secretary and/or principal, who will notify the school health nurse. The school nurse will notify Baker County Health Department and District Office.</li> <li>● The North Baker facility will be disinfected systematically at least once weekly.</li> <li>● 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.</li> <li>● Documentation will be kept in the school office 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.</li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul> <p><b>Screening Students:</b></p> <ul style="list-style-type: none"> <li>● Transportation staff will record ridership daily via 833 route forms.</li> <li>● Students will be funneled into prioritized entrances for visual screening and temperature checks.</li> <li>● 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.</li> <li>● 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.</li> <li>● Baker SD will collaborate with LPHA to communicate with families, the 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.</li> </ul>

- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
  - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
  - Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information
  - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
- The BELC Director is responsible for ensuring daily logs for staff and student cohorts are maintained in their respective facility. This includes students and staff using district transportation, staff who work in more than one building, 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 learning environment.
- Each child will be tracked using daily attendance, which will provide data on who is part of the stable cohort for each day. Logs will be maintained for children who leave and enter a stable cohort, including trips to the bathroom, departure from the room for academic purposes, or children being picked up early and track all staff and essential visitors who interact with the cohort.
- BELC staff will collaborate with LPHA to communicate with families, school, community and stakeholders, including Head Start and EI/ECSE staff, concerning newly diagnosed COVID-19 cases. The school will provide all information necessary for contact tracing. Contact tracing will be handled by the LPHA.
- 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 Baker School District Superintendent 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.

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	<ul style="list-style-type: none"> <li>● BELC staff and parents of preK and Kg students will be given the opportunity to identify themselves or their child as high risk or living with a high-risk family member.</li> <li>● 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.</li> </ul>
<b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:               <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>

3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

□ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:

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

- 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 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. The building principal will designate an interdisciplinary Student Support Team to review individual cases. In the event that high risk individuals meet criteria for exclusion from in-person instruction, distance learning options will be provided.
- 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.
- The School Health Nurse oversees management and modification of 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.
- An interdisciplinary team designated by the BELC Director will consider the health and safety needs of each student individually when creating their school health plan.
- The School Health Nurse works collaboratively with the Special Education Director and interdisciplinary teams to ensure ADA and FAPE requirements are met.
- Where feasible, 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"> <li><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.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><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.</li> <li><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).</li> <li><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.</li> <li><input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Classrooms will be organized so that each person has at least 35 square feet of personal space. In some cases, students with face coverings may be seated at a table within 6 feet of one another using plexi-glass for separation.</li> <li>● BELC staff and students will adhere to physical distancing guidelines including classrooms, lunch rooms, staff meeting and break rooms.</li> <li>● Transitions will be minimized, hallway and entrance directions will be marked, where feasible, and physical distancing guidelines followed.</li> <li>● Class rosters which adhere to square-footage restraints in the classroom, as well as a process for arrival and dismissal will be developed and implemented according to RSSL guidelines.</li> <li>● Daily teach-tos throughout the year, as well as targeted support for students as needed. Special Ed services will be provided by the case manager in collaboration with the classroom teacher.</li> <li>● Staff will maintain physical distancing while at work; staff meetings and professional development will be held virtually.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><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.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● At the Pre-K and K level classrooms will comprise a stable cohort of 15-20 individuals. Each classroom and bus cohort will consist of a stable cohort. In some cases, children may be a part of smaller cohorts for example, students receiving special services outlined in an IEP.</li> <li>● Individual students will interact with less than 100 people in close proximity within the school learning environment over a one week period.</li> <li>● Each child will be tracked using daily attendance, which will provide data on who is part of the stable cohort for each day. Logs will be maintained for children who leave and enter a stable cohort, including trips to the bathroom, departure from the room for academic purposes, or children being picked up early. .</li> <li>● Schedules will minimize any cross cohort interaction with the exception of students receiving special services. Support services will be delivered via a push-in model; staff will wear face shields and disinfect/wash before entering/leaving a room.</li> <li>● Where feasible, bathroom usage will be stipulated for cohorts. Sharing of common areas will be limited.</li> <li>● Staff, and in some cases students, will ensure common surfaces are cleaned and wiped between multiple uses.</li> <li>● Cohorts will be designed to maintain access to general education, grade level learning standards, and peers, as well as goals set forth on all IEPs for all students in accordance with ADA and IDEA guidelines.</li> <li>● Staff who interact with multiple cohorts will wash and/or sanitize their hands between interactions.</li> </ul>

**1e. PUBLIC HEALTH COMMUNICATION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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"> <li>● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>● The BELC Director 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.</li> <li>● 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 <a href="#">Baker SD 5J Communicable Disease Handbook</a>.</li> <li>● 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.</li> <li>● 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 <a href="#">Baker SD 5J Communicable Disease Handbook</a>.</li> <li>● Health information, including signage, flyers and newsletters, will be provided in English and Spanish, in alignment with our current school population.</li> </ul>

**1f. ENTRY AND SCREENING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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"> <li>● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>●</li> <li>● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>● The BELC Director 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.</li> <li>● Protocols and expectations will be shared with parents of languages other than English utilizing written, verbal and/ or electronic communication systems.</li> <li>● 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 <a href="#">Baker SD 5J Communicable Disease Handbook</a>.</li> <li>● Staff will have 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.</li> <li>● 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 <a href="#">Baker SD 5J Communicable Disease Plan</a>.</li> <li>● 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.</li> <li>● Students and staff will be screened daily for symptoms upon entry to bus and school facility. Anyone displaying or reporting primary symptoms of concern will be isolated and sent home as soon as practicable.</li> </ul>

- 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.
- 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.
- 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.

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li><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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• The BELC Director 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.</li> <li>• 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.</li> <li>• Visitors will be screened 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.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li><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"> <li>• 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"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ 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;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District will provide face coverings and/or clear face shields for all staff, service providers, contractors, visitors or volunteers.</li> <li>• Parents will be advised that face coverings are recommended for all students age 5 and up. The BELC Director 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.</li> <li>• 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.</li> </ul>

- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

Face masks 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.

- [Additional guidance](#) for nurses and health staff.

#### Protections under the ADA or IDEA

If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
2. Placement determinations cannot be made due solely to the inability to wear a face covering.
3. Plans should include updates to accommodations and modifications to support students.

- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
  - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
  - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited

- The District will provide School appropriate PPE for the district Health Nurse and other staff providing direct care and monitoring of staff and/or students.

- 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.

- 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 the building administrator when determining the most appropriate educational venue for the student.

- The District will collaborate with staff requiring ADA accommodations to minimize the possibility of exposure by various means, including modifying tasks and assignments to minimize the staff member's proximity to students and other staff.

in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

- 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 BELC Director will work to accommodate, as much as practicable, staff members who indicate the need for special accommodations with face coverings/face shield requirements in consideration of their personal health and safety needs, while still fulfilling the duties and responsibilities of their employment.

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 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.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><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"> <li>● 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.</li> <li>● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>● If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Taking prescribed and over the counter medications, routine medical treatments and wellness monitoring for students who may show signs of illness not related to COVID-19 will be handled in a location separate from the isolation area. Treatment and medications will be logged daily, per current health protocol.</li> <li>● A primary isolation area will be established for use by students and/or staff who become symptomatic while at school; the BELC Director will confer with the School Health Nurse to ensure the area provides for adequate spacing and supervision.</li> <li>● Nurses and staff monitoring the isolation area will be equipped with PPE; after removal of PPE, staff will implement hand washing for a minimum of 20 seconds.</li> <li>● 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.</li> <li>● Staff assigned to supervise students who are symptomatic will need to maintain at least six feet of distance and wear facial coverings;</li> <li>● Use of face coverings will be required for symptomatic students and staff, unless symptoms make this impracticable.</li> <li>● Secondary isolation areas will be identified and utilized as needed.</li> <li>● Logs (including name of student, reported symptoms/reason for health room visit, action taken) will be maintained for every student</li> </ul>

- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "[Planning for COVID-19 Scenarios in Schools.](#)"
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

- 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 positive COVID-19 results 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.
- Documentation regarding isolation of students and/or staff for health reasons will be maintained at the school office 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"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><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"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><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.</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li>• The BELC Director assures students in Grades PreK-Kg will be enrolled following ODE guidelines.</li> <li>• Baker Early Learning Center 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.</li> <li>• BELC 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.</li> <li>• The BELC Director will direct office staff to request documentation of a student's withdrawal from the prior school within 10 days of enrollment.</li> </ul>



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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Equipment:</b> Hand sanitizing stations will be installed at various locations throughout the school. Sharing of supplies will be restricted.</li> <li>● <b>Events:</b> 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.</li> <li>● <b>Transitions/Hallways:</b> Hallways will include one-way traffic markings to reduce contact. Transitions by cohorts will be staggered to reduce contact or student cohorts will remain in the classroom while staff transition to maximize program service. Classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day. Soap and water dispensers will be automatic, sensor driven units.</li> <li>● <b>Personal Property:</b> Sharing of personal items among students will be discouraged. The District Interpreter/Translator will communicate established policies to parents in regards to personal property.</li> <li>● <b>Restrooms:</b> Restrooms assigned based on cohort rooms. Classroom restrooms will be used for that particular cohort.</li> <li>● <b>Visual Reminders:</b> Visual reminders will be used in all restrooms to encourage hygienic practices including: Handwashing, covering coughs/sneezes, social distancing, covid-19 symptom</li> </ul> |
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## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>● Physical distancing guidelines will be maintained when students and staff enter and exit from the building.</li> </ul> <p><b>Scheduled Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>● Students will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>● Upon entry, students will go directly to their cohort</li> <li>● Staff will be present at each entry point to visually screen students for symptoms and track cohort data. Students identified as potentially symptomatic will be directed to the office.</li> <li>● Students must wash hands before breakfast.</li> </ul> <p><b>Sign-in/Sign-Out Procedures</b></p> <ul style="list-style-type: none"> <li>● Students entering or leaving the building during the school day will use the main building entrance.</li> <li>● All arrivals(student, staff, visitors) will follow entrance protocols which include using a face covering, hand sanitizer, and entering through the assigned entrance.</li> <li>● Sign-in/sign-out tracking will be handled by office staff via Google Forms.</li> <li>● Designated parent drop-off and pick up zones will be enforced; all visitors will be directed to the main entrance; physical distancing will be enforced.</li> <li>● Hand sanitizer and/or washing stations will be available at all entry points.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> </ul>	<p><b>Seating:</b> Classroom desks and tables will be arranged with staff and students being seated a minimum of six feet apart; students will use a single assigned seat; in situations where students are seated at a table within 6 feet of a peer, plexi-glass may be used to provide an additional physical barrier.</p> <p><b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff.</p>

- Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.
  - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

**Handwashing:** Staff will teach and reinforce the need for meticulous observance of hand hygiene and respiratory etiquette. S students will wash their hands upon building entry and prior to breakfast and lunch, as well as upon entrance and departure from the classroom. Signage emphasizing the importance of hand hygiene protocol and respiratory etiquette will be placed in staff and student bathrooms and near sink areas.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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 <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><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.</li> <li><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.</li> <li><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 <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>● The BELC playground will be closed to the general public; the BELC Director will post signage to communicate this policy to the public in English and Spanish.</li> <li>● Students will wash hands after using restrooms; soap will be available in all bathrooms. Students will wash hands or utilize hand sanitizer prior to and after recess and/or other breaks.</li> <li>● The BELC playground area will be broken into sections which will be assigned on a daily basis to prevent mixing between cohorts</li> <li>● Play structures may be used by more than one cohort within a day, but will be limited to no more than four, and will be scheduled.</li> <li>● Play equipment and structures will be disinfected as often as practicable and at least daily; use of structures will be scheduled by cohort.</li> <li>● Physical distancing guidelines will be taught and reinforced;</li> <li>● The BELC Director will post signage restricting access to outdoor equipment.</li> <li>● Teachers will teach and encourage use of activities that allow for physical distancing.</li> <li>● Cleaning requirements will be maintained daily.</li> <li>● Staff will maintain 6’ distancing; one person at a time use of common staff areas and workspaces will be encouraged.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</li> <li><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.</li> <li><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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Input from the District Food Service Director staff was solicited and incorporated into this reentry plan.</li> <li>● No buffet or family style meal service will be used.</li> <li>● Staff will communicate regarding the rationale for restricting the sharing of food and beverages between individuals.</li> <li>● Students will be reminded to keep physical distance during meals and re-applying face coverings after meals.</li> <li>● The District will require face shields or face coverings to be worn by all nutrition and serving staff.</li> <li>● 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.</li> <li>● Food service staff will clean all items utilized in preparation and serving of meals in accordance with USDA guidelines.</li> <li>● Food service staff will clean and sanitize high-use touch-points and meal counting systems between cohort visits.</li> <li>● Tables and other commonly used areas will be cleaned between meal periods.</li> </ul>

- 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.

- BELC staff will be advised to eat snacks and meals independently.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j) of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.               <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.                   <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.                   <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b>.</li> <li>● Buses are disinfected regularly with a DEQ approved product; frequently touched areas will be sanitized between each route.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Drivers employed by Baker School District 5J will utilize face shields or face coverings while transporting students or staff.</li> <li>● 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.</li> <li>● Face coverings will be required for all students using district transportation.</li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Playground equipment will be cleaned and disinfected daily.</li> </ul>

<ul style="list-style-type: none"> <li><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.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>● BELC 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.</li> <li>● The BELC Director 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.</li> <li>● Facilities will be cleaned and disinfected daily.</li> <li>● 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.</li> </ul>
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**2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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).</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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</li> <li>● 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.</li> </ul>

**2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</li> </ul>	<p>Not applicable.</p>

- 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.

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li><input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</li> <li><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.</li> <li><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).</li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>● BELC staff and students will 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.</li> <li>● 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.</li> <li>● Physical distancing protocol will be maintained as often as possible; when not practicable, drills will be completed in under 15 minutes.</li> <li>● BELC staff will be instructed in emergency drill procedures prior to students arriving on campus.</li> <li>● All students will be included in drill procedures once allowed to return to in-person instruction.</li> <li>● BELC staff will provide opportunities for students to wash hands with soap and water or utilize hand sanitizer following drill procedure.</li> </ul>

## 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"> <li><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.</li> <li><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain</li> </ul>	<ul style="list-style-type: none"> <li>● The BELC Director is trained in the Collaborative Problem Solving framework of engaging students who experience difficulty complying with school structures, routines and expectations. BELC staff have undergone training in Conscious Discipline, which is a research based effective framework for skill building among younger aged children.</li> </ul>

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.

- 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.
- Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- 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.
- Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  - Student elopes from area
    - If staff need to intervene for student safety, staff should:
      - 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.
    - If students leave the classroom:
      - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      - Ensure physical distancing and separation occur, to the maximum extent possible.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff
      - Wash hands after a close interaction.

- The BELC Director will work with the BELC Student Support Team to develop protocol for assisting students displaying escalated behaviors.
- Building staff have established routines and protocols 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.
- The BELC Director will work with the BELC Student Support Team 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.
- BELC 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 hands after handling a close interaction; close proximity lasting more than 15 minutes will be logged.
- 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.

- Note the interaction on the appropriate contact log.
- \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

**Protective Physical Intervention**

- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).

- Spaces involved in altercations will be cleaned and disinfected before being open for use by others.
- PPE will be cleaned/sanitized after any episode of physical interaction.



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<ul style="list-style-type: none"> <li>● 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 <a href="#">Baker SD 5J Communicable Disease Plan</a>.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> </ul>	<ul style="list-style-type: none"> <li>● Outbreak response protocol was coordinated with the LPHA and County Emergency Response staff. Baker School District will follow guidelines and protocols listed in Planning for COVID-19.</li> <li>● Baker SD 5J has developed a comprehensive plan for delivering online learning at each level of instruction, K-12, through a major investment in technology, curriculum and training, thus allowing seamless transition to an online learning model. 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.</li> <li>● The BELC Director will ensure meals are provided for BELC students while Comprehensive Distance Learning is in place.</li> </ul>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <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"> <li>● Baker School District will follow guidelines and protocols listed in Planning for COVID-19.</li> <li>● 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.</li> <li>● 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.</li> </ul>



## ASSURANCES

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