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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] 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)** guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model*.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Gaston Elementary School; Gaston School District
Key Contact Person for this Plan	Susan McKenzie
Phone Number of this Person	503-985-0210
Email Address of this Person	mckenzies@gastonk12.org
Sectors and position titles of those who informed the plan	Summer Catino, JSHS Principal Laura Christensen, Elementary Principal Susan McKenzie, Superintendent Rachelle Barnett, School Nurse Bryan VanDyke, Facilities Manager and Safety Officer Aubrey Jarvis, Technology Director Cassie Hansen, District Secretary/Food Service Manager Linda Smith, HR Director Dixie Mahmud, Certified Staff/ Safety Committee Rich Horton, Certified Staff/Safety Committee Tabitha Walker, Classified Staff/Safety Committee Becca Sheets, Classified Staff/Safety Committee Kelly Thompson, Head Secretary/Safety Committee

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

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

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

	Jennifer Oberg, Head Secretary/Safety Committee
Local public health office(s) or officers(s)	Washington County Health Care Resource Line 503-846-8851
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	JSHS: Summer Catino Elementary: Laura Christensen District-wide: Susan McKenzie
Intended Effective Dates for this Plan	August 24, 2020 to June 10, 2021
ESD Region	Northwest Regional 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.

> **Among underserved students in the Gaston School District:**
> - 35% access free and reduced lunch
> - 17% identify as students of color
> - 15% experience special needs
> - 2% are emerging bilingual students
>
> Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. All students will have access to a Comprehensive Distance Learning and Hybrid Model of in-person and distance learning. Movement between the two models will be dependent upon meeting ODE requirements. Our focal students will have preference to additional in-person learning, namely: students in grades PK-4th, students with disabilities, emerging bilingual students and those identified as "at-risk."
>
> **Engagement of staff and community in planning for the 2020-2021 school year:**
> 1. Open invitation to email info@gastonk12.org to share concerns, answer questions, share ideas. Many parents used this method to communicate.
> 2. 6-8-20: Survey sent out to students and parents to gather input in planning.
> 3. 6-11-20: Virtual Facebook recording to explain the updates in ODE guidance, school budget and planning. Input sought using an email account for communication.
> 4. 6-24-20: Face-to face meeting with groups of parents, staff, admin to share input for 2020-2021 planning.
> 5. 6-25-20: Public Board meeting to discuss ODE Ready Schools, Safe Learner Guidance.
> 6. 6-26-20: Facebook link to ODE Ready Schools, Safe Learners guidance for community to read.
> 7. 7-2-20: Virtual Facebook recording to explain Ready Schools, Safe Learners guidance. Input sought using an email account for communication.
> 8. 7-13-20: All staff meeting to share tentative plans and gather input for Blueprint.
> 9. 7-15-20: Parent/Community meeting to share tentative plans and gather input for Blueprint.
> 10. 7-23-20: Public Board Meeting to discuss Blueprint progress with the school board and public.
> 11. 8-11-20: All staff meeting to share tentative plans and gather input for the Blueprint.
> 12. 8-13-20: Public Board Meeting to present completed GSD Blueprint.
> 13. 8-17-20: Public/Community meeting to share Blueprint Plans.

3. Select which instructional model will be used:

   ☐ **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 3-22 in the initial template) and submit online, including updating when you are changing Instructional Model (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a).

* **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.
Gaston School District is selecting Comprehensive Distance Learning as the instructional model for the 2020-2021 school year until advisory metric numbers indicate that we are able to move into a Hybrid Learning Model and staff have had the opportunity for vaccinations. Gaston School District will evaluate metric numbers and readiness to move into a Hybrid Learning Model at the end of each quarter of school. GSD has been in CDL for the first two nine weeks of school.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.
Gaston School District has reviewed the Comprehensive Distance Learning Guidelines. ODE requirements will be met without any waivers.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.
The link to Gaston School District Comprehensive Distance Learning Plan is accessible through the following link: Distance Learning Plan- GSD

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.

1. Public Health Protocols

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g).
   ● OSHA has developed a risk assessment template.
☒ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.
   ● Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h).
   ● OSHA has developed a sample infection control plan.
☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the *Ready Schools, Safe Learners* guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
☒ 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.
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.
☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
☒ Process to report to the LPHA any cluster of any illness among staff or students.
☒ Protocol to cooperate with the LPHA recommendations.
☒ Provide all logs and information to the LPHA in a timely manner.
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Protocol to isolate any ill or exposed persons from physical contact with others.
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
	Overall:
	See Gaston School District's plans for: Risk Assessment, Communicable Disease Management Plan and Infection Control Plan
	Risk Assessment:
	   ● OSHA Requirements Planning Document
	
	Communicable Disease Management Plan (CDMP):
	   ● Communicable Disease Management Plan
	
	Infection Control Plan
	   ● Infection Control Plan
	
	People in charge of implementing RSSL Guidance at each building:
	   ● JSHS: Summer Catino
	   ● Elementary: Laura Christensen
	   ● District-wide: Susan McKenzie
	Sharing of Concerns:
	   ● Forms will be available in each office to fill out when there are concerns
	   ● A box will be placed near staff mailboxes to place filled out concerns
	   ● Building administrators will collect the forms weekly to review
	   ● Concerns will be shared at the monthly Safety Committee Meetings for consideration
	LPHA and School Nurse Contact Information:
	   ● Washington County Health Care Resource Line 503-846-8851
	   ● Jodi Hart at Jodi_hart@co.washington.or.us
	   ● Adrienne Null at Adrienne_null@co.washington.or.us
	   ● Rachelle Barnett: GSD Nurse rbarnett@nwresd.k12.or.us
	Staff Training of Blueprint Sections 1-3:
	   ● August 24-31 virtually and on-line
	   ● Wednesday afternoons during the school year
	   ● First week when staff return to work on campus
	   ● Transition week when moving into the hybrid plan
	Communication with LPHA:
	   ● COVID-19 Cases
	      ○ See CDMP, page 12
	      ○ See Blueprint Section 3a
	   ● Clusters of Illnesses
	      ○ See CPMP
	Disinfection of Rooms:
	   ● See CDMP, page 14
	   ● See Blueprint, Section 2j
	Screening:
	   ● See CDMP, page 10-11
	   ● See Blueprint, Section 1f
	Isolation:
	   ● See CDMP, page 11-12
	   ● See Blueprint, Section 1i
	Communication with stakeholders regarding COVID-19 cases:
	   ● See Blueprint, Section 1e
	Daily Logs:
	   ● Staff logs: kept electronically by using QR codes for each room entered and exited.
	   ● Staff will be required to electronically check in and out of each building and room as they move about during the day.

- 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.
- See supplemental guidance on LPHA/school partnering on contact tracing.
- Refer to OHA Policy on Sharing COVID-19 Information

☒ 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.

☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.

☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

- Student cohort logs:
  - o Components: drop off/pick up time, parent/guardian name and contact information, staff that interact with student
  - o Cohort teacher completes daily log.
  - o Logs are turned in to head secretary.
  - o Secretaries share logs with the school nurse once per week. Logs will be kept for four week.
- See CDMP, page 15

ODE's COVID-19 Weekly School Status Report:
- HR Director, Linda Smith will report to ODE each week
- Administration will be consulted to ensure correct reporting.

Preschool Specific:
- Preschool Instructional Assistant will meet parents at the front door of the school to fill out the daily log provided by the Early Learning Division for each student.
  - o Drop-off and Pick-up may occur inside if there is inclement weather.
    - ■ Parent/adult entering must wear a facial covering and stay 6 feet apart from others (except their child)
  - o Child name, adult that dropped off/picked up, arrival/departure times
- Daily health checks on all children, staff, and any person coming into the program will be Recorded with pass or fail.
- Preschool teacher will pick up students from the bus and collect daily logs from the bus driver.
- Daily logs will be recorded and incorporated into the school's records for contact tracing.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	**Overall:** All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
Medically Fragile, Complex and Nursing-Dependent Student Requirements	**Staff:**
☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.	● School administrators will work on a case by case basis with any high-risk staff or staff living with vulnerable family members to determine alternate low-risk assignments, modifications to current assignments or leave options. o Surveys sent out to gather information. **Students:** ● School administrators and the School RN will communicate and coordinate with parents and students to choose and

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

☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.

☒ 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:
  o 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.
  o ODE guidance updates for Special Education. Example from March 11, 2020.
  o 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.'
  o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

implement the safest learning environment option for all high risk, vulnerable students including students classified as Medically Complex, Medically Fragile and Nursing Dependent students per Oregon law definitions.
- Students and parents will be given the choice of Gaston School District's Phased Hybrid Model or the Gaston On-line (GO) School Program.
- Students will commit to completing one term (9 weeks) of either learning model (Hybrid or Online) they choose before switching to a different model.
- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.
- Students requiring additional support/instruction will be given those services as needed on Wednesdays under the Hybrid Model.
- All Health Management Plans, 504's, IEP's and other student Medical Plans will be modified and updated as needed to address current healthcare considerations.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. If implementing Learning Outside	**Overall:** - Extra furniture removed (and cloth covered furniture) from classrooms to maximize space for social distancing. - Assign seats to students in each classroom cohort.

guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
- Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.

☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.

☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.

☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).

☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.

☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

- Students will be cohorted with assigned seats on busses:
  - 3 ft between students
  - Families from the same house may sit together in a seat.
  - Assigned seats
- Restrooms:
  - Cohorts will be assigned restrooms for use and schedules for breaks.
  - Restrooms will be sanitized multiple times during the day.
- Hallways:
  - Marked with one-way directions and 6 ft markers to keep physical distancing.
- Cafeteria:
  - All meals will be grab and go for students not on campus and taken home for consumption for students participating in-person.
- PE, Music:
  - PE and Music will be delivered during asynchronous time.
- Breaks:
  - Students will be in A.M./P.M Cohorts and will take breaks in the classroom during their on-campus time.
- Special Education:
  - Services will be delivered in the cohort classroom.
  - Additional time for some students will occur Wednesday mornings on and off campus.

Cohorting Students:
- Each classroom teacher will have 2 groups, named Cohort A and Cohort B.
  - Each cohort will range in size up to 15 students.
- On campus time will occur in Stages 1-3:
  - Stage 1: Virtual Comprehensive Distance Learning (CDL)for grades PK-12.
  - Stage 2: Virtual CDL for grades PK-12 with Limited In-Person Instruction for students identified and prioritized as struggling or with internet connectivity issues.
  - Stage 3: PK-12 transition into Hybrid or GO (Gaston On-line) as chosen by parents when advisory metrics indicate readiness and staff have received vaccinations.
- The following links explain dates, stages and on/off campus learning:
  - GSD Stages for Re-Entry into In-Person Instruction
  - Gaston School District 2020-2021 Calendar Details
- The following link provides room capacity to maintain 35 sq ft per person occupancy:
  - Classroom size to student availability

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational
	Overall:
	• Implement contact tracing logs for each cohort.
	  ○ Teachers for classroom cohorts
	  ○ Bus drivers for transportation cohorts
	• Track daily attendance for each cohort.
	  ○ Teachers for classroom cohorts
	  ○ Follow-through by building secretary

week[4], unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.

☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).

☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.

☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.

☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[5], and peers.

☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

- Sanitize between cohort groups.
- Establish hand-washing routines for staff and students.

Transportation Cohorts:
- These are stable groups of students each day.
- Stable groups occur in AM and PM routes.
- Each run requires updating contact-tracing logs.
- Sanitize between bus routes and runs.

Monday/Tuesday, Thursday/Friday In-Building Cohorts:
- Students will be assigned a grade level cohort.
- Each elementary teacher will have 2 cohorts. Each JSHS teacher will have 4 cohorts:
  - AM Cohort and PM Cohort
  - JSHS Staff: 2 AM and 2 PM Cohorts
- Special Education services will be delivered in each classroom or virtually (tele-therapy).
- Food service will be delivered to each student to take home for consumption.
- Sanitize between in-person cohorts groups.

Wednesday In-Building Cohorts:
- Students needing extra in-person instruction will form small stable cohorts on Wednesday.
  - AM Cohort only, mostly virtual
  - Special Education services will be delivered in each classroom or virtually.
  - Food service will be delivered the day before and consumed at home.
- Sanitize all rooms on Wednesdays.

Speech-Language and School Psychologist:
- This stable group is maintained as much as possible.
- The majority of services will be delivered through tele-therapy.
- In the event the stable cohort is changed, the SLP/School Psychologist will need to update the contact-tracing log.
- Sanitize between cohort groups.

Additional Cohorting and Steps included in this link:
- Gaston School District 2020-2021 Calendar Details
- The following link provides room capacity to maintain 35 sq ft per person occupancy:
  - Classroom size to student availability

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the *Ready Schools, Safe Learners* guidance for	**Overall:** ● All communication will be available in languages accessible to the school community. ● Letters and communication regarding COVID-19 outbreak, exposure and infection control measures will be posted on the GSD website and be available in paper form. **Staff Training:** ● Train and review infection control measures that are being implemented to prevent the spread of disease at the onset of hybrid learning.

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[4] The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

[5] Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.

☒ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).

☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
   ● The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
   ● OSHA has developed a model notification policy.

☒ Develop protocols for communicating immediately with staff, families, and the school 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.

☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.

☒ Provide all information in languages and formats accessible to the school community.

● Staff will be trained through on-site and virtually regarding instructional model and measures to prevent the spread of disease at the onset of staff return to campus and hybrid learning.
● Wednesdays and Safety Meetings will ensure continuous attention to issues and training for staff.

Communication:
● A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with staff and families.
   ○ Gaston School District 2020-2021 Calendar Details
● Protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding will be shared with families and staff prior to the return of students to in-person learning.
   ○ Important Information Regarding Exposure to COVID Letter
   ○ Template Note From School District to Community Positive COVID Case
● Updated communication will be shared with families and staff at least monthly or as updated information is available throughout the school year (in school newsletters and on the GSD Facebook page).
● COVID-19 Hazard Posters and Masks Required signs will be posted according to OSHA rules.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: ● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. ● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. ● Emergency signs that require immediate medical attention: 　○ Trouble breathing 　○ Persistent pain or pressure in the chest 　○ New confusion or inability to awaken 　○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) 　○ Other severe symptoms ☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools,*	**Overall:** ● All students, parents/guardians and staff will receive frequent reminders in various communication formats such as notes sent home, emails, flyers, and social media to stay home when sick, report any COVID-19 symptoms or known exposure in the preceding 14 calendar days and until symptoms are improving. ● Students or staff will not be excluded from school for a cough that is a chronic condition or not new and is not worsening (i.e. asthma, allergies, etc.). ● Parents/guardians may provide information regarding existing conditions that cause coughing that are not new onset and not worsening for screening purposes and will not be excluded. Information will be documented. **Arrival and Entry:** ● Each student will be assigned an entrance point (i.e., a specific door) to the school building. ● They will go directly to their assigned cohort classroom through the assigned entry door. ● Staff will be present at each entry point to visually screen students for symptoms. **Student Screening:** ● Students riding the bus will be screened by the bus driver each day. ● All other students upon arriving at school (walkers, students dropped off, student drivers) will be screened by staff before entering the building. ● See section 2i for Transportation Screening Protocols.

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 "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.

☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must 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. See the COVID-19 Exclusion Summary Guide.

☒ 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.

- Any student or staff displaying any of the Primary COVID-19 symptoms (fever, cough, or difficulty breathing or shortness of breath) will immediately be escorted to the isolation room. See section 1i for further details. In addition, they will be escorted to the isolation room if displaying any excludable symptoms per the Expanded Communicable Disease Guidelines for Schools from the Oregon Health Authority and the Oregon Department of Education.
- Students and staff will wash their hands per CDC guidelines or use alcohol based hand sanitizer upon entry into class every day.

Screening Staff:
- All staff are required to report any known or presumed exposure to COVID-19.
- All staff are required to report any symptoms associated with COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.

Preschool Specific:
- Parents or caregivers dropping-off or picking-up children from the program and staff outside of the facility unless there is inclement weather. Campus signage will indicate alternate drop-off points in the event of inclement weather.
  - Parents must wear a face covering, and stand 6 feet apart when not engaged in hand-off of children to staff.
- Procedures for Preschool Daily Log and student screening will be followed upon arrival.
  - The instructional assistant will use a no touch thermometer to check preschool students and staff temperatures upon arrival. If 100.4 or over, they must be excluded.
- Using the document format provided by ELD, the instructional assistant will ask all entering adults and adults who are dropping off children the following questions (refer to p. 8-9 of the Health and Safety Guidelines for ECE during Covid, Version 1.1):
  - Has the adult or child been exposed to a person with a positive case of COVID-19 in the past 14 days?
  - Has the adult or child been exposed to a person with a presumptive case of COVID-19 in the past 14 days?
  - Is the adult or child experiencing new loss of taste or smell, unusual cough, shortness of breath or fever?
- Exclusions will be based on the Exclusion Summary found on P.11 of the Health and Safety Guidelines for ECE during Covid, Version 1.1.
- The Instructional assistant will record information on daily logs based on the format provided by ELD.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Restrict non-essential visitors/volunteers.
    ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
    ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.
	● Non-essential visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.
	● Essential visitors must wash or sanitize their hands upon entry and exit.
	● Essential Visitors/volunteers will be screened for symptoms during sign-in and will not be allowed to enter if symptomatic.
	● Essential Visitors/volunteers must maintain physical distancing, wear face coverings and adhere to RSSL Guidance.

☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the *Ready Schools, Safe Learners* guidance.
	Preschool Specific:
	● If families cannot engage in virtual or telephonic visits they must:
	    ○ Follow physical distancing requirements with staff and children not in their household.
	    ○ Use face coverings.
	    ○ Use outdoor space if appropriate and available.
	    ○ Engage with only one family unit and any other necessary individuals, such as translators, at a time.
	    ○ Pre-scheduling (when possible).
	● Family members will be allowed to enter the facility if there is a concern for the health and safety of their child. Family members entering the facility must follow requirements for adults in the facility.
	● Families seeking enrollment will be permitted to visit the facility only when children are not present and arranged by the principal. Only one family may visit the facility at a time and the family must comply with daily health check and recordkeeping requirements, wear a face covering, and maintain physical distancing.

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

</div>

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
☒ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  ● 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;"
    ○ Students must not be left alone or unsupervised;
    ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  ● Provide additional instructional supports to effectively wear a face covering;
  ● Provide students adequate support to re-engage in safely wearing a face covering;
  ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
	Overall:
	● Masks, face coverings and/or face shields will be provided for all staff, contractors, other service providers, visitors and volunteers.
	
	Face Coverings/Shields:
	● Coverings/shields may be removed while working alone in a private office with the office door closed.
	● Shields are only acceptable if there is a medical condition preventing the use of a mask/face covering or when the mouth needs to be seen in order to communicate.
	
	● Required:
	  ○ All staff, contractors, service providers, volunteers or visitors
	  ○ All students in grades K-12
	    ▪ On busses
	    ▪ On campus
	    ▪ Mask breaks must be individual and monitored and area disinfected after break.
	    ▪ Students will receive instructional support for wearing masks.
	● Not Recommended:
	  ○ For children in preschool or younger
	  ○ For anyone while sleeping
	Face Masks:
	● Required:
	  ○ School Nurses
	  ○ Medical Personnel providing care for people displaying symptoms.
	  ○ Staff monitoring students in the isolation room.
	ADA/IDEA Protections:
	● Provide accommodations for students with disabilities that impact wearing of face coverings.
	  ○ Limit proximity to other students to decrease exposure.
	  ○ Offer different face coverings/shields

☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  ● [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must 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 must 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, or the current plan in effect for the student if appropriately developed after 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. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
  ● For 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

  o Consider spaces away from peers while taking a mask break
  o Instructional support for wearing a face covering.
● Students with existing medical conditions or doctors notes:
  o Limit proximity to other students to decrease exposure.

Student Refusal to Wear a Face Covering:
● Consider child find for possible disability.
  o Follow ADA guidelines if the student is found to have a disability.
● Students without suspected disability:
  o Reteach expected behavior.
  o Consider and rule out a possible disability and need for accommodations.
  o Repeated refusal:
    ▪ Parent/student conference
    ▪ Limit exposure to other students for prevention.
  o Continued refusal:
    ▪ Parent/student conference
    ▪ Provide on-line learning options.

Staff Accommodations for Face Coverings:
● Limit proximity to other staff and students to minimize the possibility of exposure.

Preschool Specific:
● A child will be allowed to wear a face covering, if: requested by the parent/guardian, the face covering fits the child's face measurements, and the child is able to remove the face covering themselves without assistance.
● If a child removes a face covering or demonstrates a need to remove the face covering for a short-period of time:
  ○ Staff will supervise the child to maintain six feet or more of physical distancing from all adults and children while the face covering is removed.
  ○ If needed, staff will show the child how to effectively wear a face covering.
  ○ Staff will guide the child to re-engage in safely wearing a face covering.
  ○ Children will not be disciplined for the inability to safely wear a face covering.
● Staff and children will wash hands or use hand sanitizer before putting on a face covering, after taking face coverings off, and anytime the face covering is touched.
● Face coverings are required to be washed daily or a new face covering to be worn daily.
● If a face shield is used, it is to be wiped down with disinfectant at the end of the day after use.
● After removal of a soiled face covering, the face covering should be put away into a secure place that is not accessible to others.
● Parents who require their child to wear a mask will provide a sealable plastic bag or plastic container in their child's backpack to hold soiled masks. They will also need to have extra masks available in the backpack.
● Require disposable face coverings or face shields to be worn only once.
● If an adult interacts with a sick child, the face covering will be changed.
● Clothing will be changed after being soiled by bodily fluids.

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

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	**Overall:**
	● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.
☒ 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. See the COVID-19 Exclusion Summary Guide.	● Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point.
● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.	**Isolation Procedures:**
	● Any student that displays symptoms during visual screening upon arrival to school building or bus and parent is not immediately available to take student home or if student develops symptoms of illness during the school day will immediately be escorted by trained staff to the isolation room (room in the commons building).
● Consider required physical arrangements to reduce risk of disease transmission.	○ A trained staff member will don appropriate PPE and further screen symptomatic students for primary or other symptoms of COVID-19 or excludable symptoms per ODE/OHA guidelines.
● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	○ If determined student needs to be excluded, a trained staff member will supervise ill students until a parent/guardian can pick them up.
● Additional guidance for nurses and health staff for providing care to students with complex needs.	○ Ill staff members will immediately be sent home via safe transportation.
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, 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.	● If any ill staff or student develops any of the emergency warning signs for COVID-19, (trouble breathing, constant pain or pressure in chest, bluish lips or face, sudden new onset confusion or inability to wake or stay awake) supervising staff will call 911.
● School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be properly removed and disposed of prior to exiting the care space.	● Any student or staff who has illness with at least one primary COVID-19 symptom in the last 10 days, and has not had contact with a COVID-19 case in past 14 day must:
	○ Exclude from school. Advise viral testing and referral to health care providers for evaluation.
	○ If a person tests negative for COVID-19, they may return to school after symptoms improve and fever free for 24 hours.
● After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.	○ If a person is not tested or tests positive for COVID-19, they must stay home for at least 10 days since symptoms started, AND 24 hours fever free, AND symptoms resolved or improving.
● If able to do so safely, a symptomatic individual shall wear a face covering.	● Any student or staff who has illness with at least one primary COVID-19 symptom in the last 10 days, and had contact with a confirmed COVID-19 case in past 14 days must isolate at home

- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
☒ Establish procedures for safely transporting anyone who is sick to their home or to a healthcare 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.
☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

for at least 10 days since symptoms started, AND 24 hours fever free, AND symptoms resolved or improving, regardless of COVID-19 test results.
- Students or staff who are ill with symptoms that are not primary COVID-19 symptoms such as diarrhea, vomiting, headache, or rash.disease-specific return-to-school guidance should be followed and the individual shall be fever-free for at least 24 hours without the use of fever reducing medications.
  o If the health care provider advises the person they can return to school, the person may return per documented advice of the provider.
  o If not seen by a health care provider, may return per usual school exclusion guidelines.
- The assigned isolation room will be exclusively used for ill staff and students.
  o There will be a rotating schedule of a trained staff member to supervise and monitor any symptomatic student/staff until they can safely leave school.
  o A telephone and sink are available in the isolation room and will only be used during times of ill students in the room.
  o The closest restroom will be the only one used by isolated students/staff and will be sanitized after use.
  o Trained staff will keep 6 feet distanced from ill students when possible.
  o A medical grade face mask, gloves and any other necessary protective equipment will be worn by staff while in contact with an ill student in the isolation room.
  o If it is safe to do so, the ill student will wear a mask until their parent/guardian picks them up from the designated isolation area.
- Staff will maintain student confidentiality as is appropriate and as required by law.
- Supervising staff will maintain calm demeanor and explain all actions being taken, including use of PPE to students in isolation as to not cause student/family fear or anxiety.
- Daily logs must be maintained for any of the following:
  o Name of student or staff that are sent home for illness, symptoms present, onset of symptoms, as well as which staff member monitored and recorded the symptomatic student/staff.
    o This information will be maintained and kept for reporting necessary information to the LPHA.
    o Name of student and symptoms present that visit the office for illness, whether they are sent home from school or not, as per routine health logs.
- Students required to be temporarily off-site for isolation and/or quarantine will participate in CDL.

COVID-19 Testing:

- Gaston School District will offer free on-site COVID-19 testing for symptomatic students and staff per OHA K-12 Testing Guidance. All testing will be performed by trained staff in appropriate PPE and in the Isolation Room.

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
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ 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. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	**Overall:** ● Students and families will be given the option to enroll in fully online distance learning or hybrid learning. ● Hybrid learning and distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. **Enrollment:** ● All students will be enrolled following the Oregon Department of Education guidelines and temporary suspension of the 10-day drop rule. ○ Attendance procedures include contacting families when students have been absent for several days. ○ When a pre-excused absence occurs, the school district will reach out to offer support on a weekly basis until the student has resumed their education.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the	

instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	**Overall:** Students in grades K-5 will have attendance taken one time each day. Students in grades 6-12 will have attendance taken for each class for which they are enrolled. Parents will be educated on attendance procedures.
☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	**Procedures:**
☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	● GSD Students will have a variety of opportunities to demonstrate their attendance each day. 　○ Participating in a virtual class meeting 　○ Two-way communication via phone or email (student or parent) 　○ Engagement in the online curriculum
☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.	● Teachers will take attendance during each virtual meeting, monitor the online program for work completion, record two-way communication daily. By 3:45 teachers will submit their attendance through Synergy
☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	**Overall:** Gaston School District will distribute a Chromebook to each student that requests one for completing classwork. **Procedures:** ● Gaston will move to a 1:1 Chromebook program where every student checks out 1 Chromebook. This will be their Chromebook for the entire year to ensure no cross-contamination and also for travelling between school and home. ● Chromebooks should be wiped down regularly with cleaning wipes. ● Spare Chromebooks will be kept on site and regularly disinfected. ● Chromebooks will be checked out via Admin Console, with a serial number attached to a student name. 　○ Students/parents will fill out a form for documentation in drive-up fashion. 　○ Updates are pushed through remotely, and/or communicated via email. 　○ A student/parent Help Desk will be available as well as for staff. ● In the event of school returning full time in-person, students may return Chromebooks. They would be disinfected before returning to classrooms. ● In the event school goes entirely online, Chromebooks will be kept by students until they leave the district or school resumes in-person. ● GSD Computer Take-Home Agreement 　○ GSD Take Home Agreement ● When a student is unenrolled, all equipment will be returned to the school.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.	**Handwashing:**

- ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- ☒ **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

- Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.
- All students will have access to frequent opportunities for hand washing throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.

Equipment:

- Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment.
- Sharing of supplies will be restricted whenever possible.
- All shared equipment will be cleaned between users.

Safety Drills:

- During safety drills, all cohort classes will be physically distanced during exit, recovery, and reentry procedures.

Events:

- Field trips, all assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.

Transitions/Hallways:

- Hallways will include one-way traffic markings with six foot indicators to reduce contact. Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, water bottle filling station and hand washing station throughout the school day.

Personal Property:

- Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

Restrooms:

- Restrooms assigned based on cohort rooms. Cohorts will have designated restroom schedules alleviating waiting and large groups. The restrooms will be cleaned multiple times throughout the day.
- Visual reminders will be used in all restrooms to encourage hygienic practices including:
  - Handwashing techniques
  - Covering coughs/sneezes
  - Social distancing
  - Facial coverings
  - Covid-19 symptoms

Preschool Specific:
- Hand sanitizer will be stored out of reach of students when not in use.
- Staff will ensure that hands are washed for at least 20 seconds:

	○ before and after eating or preparing food
	○ before and after administering medication.
	○ after toileting or assisting with toileting
	● Hands will be washed OR hand sanitizer with alcohol content between 60-95% used:
	○ After wiping a nose, coughing, or sneezing.
	○ After coming in from outside.
	○ Upon entering and leaving the child care facility.
	○ If staff are moving between stable groups.
	○ After sharing toys, learning materials, etc.

<p align="center">2e. ARRIVAL AND DISMISSAL</p>

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
   ● Eliminate shared pen and paper sign-in/sign-out sheets.
   ● Ensure hand sanitizer is available if signing children in or out on an electronic device.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Screening Students:
	● Students will be placed in stable cohorts ranging in sizes up to 15.
	● Students will be visually screened by the staff upon arrival in front of the Commons Building for those students that are dropped off by vehicle and in front of each building entry for all students, including walkers.
	● Each teacher will stand outside their classroom door and also visually screen students before they enter the classroom.
	● When the screening indicates that a student may be symptomatic, the student will be escorted to the isolation room from the screening area.
	● *Follow established protocol from CDMP, pages 10-12. Screening will include updating the cohort or individual student logs.
	General Arrival and Entry for all:
	● Each student will be assigned an entrance point (i.e., a specific door) to the school building.
	● Upon entry, students will go directly to their assigned cohort classroom.
	● Staff will be present at each entry point to visually screen students for symptoms and track cohort data.
	● Students will wash/sanitize hands upon entry into the classroom.
	   ○ Classroom sinks for handwashing and/or sanitizing stations will be available in every room and at the entrance to each building.
	● Late arrivals will check in at the office behind the plexiglass screen and then proceed to the assigned cohort classroom.
	● Students will remain in their assigned cohort at the end of day until released by intercom.
	General Dismissal for All:
	● Cohorts will be individually released by an announcement over the intercom one cohort at a time.
	   ○ The teacher will update the contact log upon dismissal.
	● Students participating in the food service program will get "grab and go" meals to take with them for eating at home (lunch and breakfast).
	● Upon release all students in the cohort will go directly to their bus or departure point from campus.
	   ○ Adults will be stationed at each departure point to ensure social distancing is maintained
	Bus Arrival/Dismissal Details:
	● Arrival:
	   ○ Students will have an assigned seat on the bus.
	   ○ Students will be 3 feet apart unless they live in the same household.

- The bus driver will be 6 feet from the students on the bus.
- Busses will enter campus in the bus lane and drop off students at the grand staircase in front of the elementary school.
- Busses will arrive on campus on a staggered schedule between 7:50-8:00 each morning.
- Busses will be unloaded one at a time in the morning to keep social distancing guidelines. An adult will be present during unloading to monitor and screen.
- Students in the JSHS will walk behind the buildings to the JSHS.
- Students at the elementary school will walk up the grand staircase and into the elementary school.
- Dismissal:
  - Busses will be lined up in the bus lane at the bottom of the grand staircase in front of the elementary school.
  - Cohort classrooms will dismiss students by intercom.
  - Adults will be present at the busses and walkways to help maintain social distancing.
  - Students will enter the bus into the assigned seat.

Vehicle Drop-off/Pick-up Details:
- Arrival:
  - Vehicles will drop off in front of the Commons Building.
    - District staff will monitor exiting one vehicle at a time.
  - Students will maintain social distancing to walk to their assigned building entrance.
  - Adults will be at the entrance of each building to monitor social distancing.
- Dismissal:
  - Students will walk out the front doors of the building upon dismissal and go directly to the front of the Commons Building.
  - Students will stand 6 feet apart by family on sidewalk markers to wait for their ride.
  - Vehicles will pull up one at a time to load their children.
  - Adults will be present to monitor social distancing.

Walker Details:
- Arrival:
  - Students walk directly to the building they are assigned to, maintaining social distancing with students not in their family.
    - JSHS students will walk around the back of the Commons.
    - Elementary students will walk up the grand staircase and into the elementary school.
- Dismissal
  - Students walk home without loitering, accessing the nearest exit point on campus.
  - Adults will be present to maintain social distancing.

Preschool Specific Arrival and Entry:
- Parents or caregivers are required to drop-off or pick-up children from staff outside of the facility unless there is inclement weather.
  - Parents/caregivers must wear face coverings and maintain 6 foot distance (except their child).
- Parents or caregivers are required to wear a face covering during drop-off or pick-up.

● Parents or caregivers are required to maintain physical distancing during drop-off or pick-up when not engaged in hand-off of children to staff.
● Staff and children must wash hands as they enter the facility.

(Note: The left column of the top table is empty; the right column continues below.)

Preschool Specific Bus Arrival/Dismissal:
- Teacher will pick up each student from their bus and collect their daily log from the bus drivers.
- Dismissal:
  - Busses will be lined up in the bus lane at the bottom of the grand staircase in front of the elementary school.
  - Cohort classrooms will dismiss students by intercom.
- Adults will be present at the busses and walkways to help maintain social distancing.
- Students will enter the bus into the assigned seat.

Preschool Specific Vehicle Drop-Off/Pick-up:
- Parents will park their cars in the parking lot or on the street.
- At 8:00, Parents will line up with their child along the fence outside the front door of the elementary school, keeping a social distance from other families and waiting for their child to be checked in.
- Teaching assistant will be at the front door to do daily health checks with parents and will enter the results in the daily log. If there is inclement weather, daily checks will occur inside the front door. Physical distancing will be enforced.
- Students who pass the health check will walk directly to the classroom.
- Another staff member will be needed to guide the students to the classroom at least at the beginning of the year.
- Dismissal:
  - Students will walk out the front doors of the building upon dismissal and go directly to the front of the Commons Building or the bus.
  - Students that go to the Commons Building will stand 6 feet apart by family on sidewalk markers to wait for their ride.
  - Vehicles will pull up one at a time to load their children.
  - Adults will be present to monitor social distancing.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Seating:** Rearrange student desks and other seat spaces *s*o that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
 	
 ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
 	
 ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall 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.
	Overall:
	 ● When possible, windows will be open in the classroom before students arrive and after students leave.
	 ● Classroom doors will be left open as much as possible to help with ventilation and touchless entry/exit into the classroom.
	
	 Seating:
	 ● Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. Students will use a single assigned seat at all times.
	    ○ Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.
	
	 Materials:
	 ● 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.
	 ● All classes will use an assigned cubby or storage spaces for individual student belongings or they will keep personal belongings in a backpack.

	● If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. Consider elimination of shared hall passes.
	● All upholstered furniture and soft seating has been removed from the classrooms.
	Handwashing:
	● All students will wash/sanitize their hands upon building entry.
	● Additional hand washing opportunities will be provided throughout the school day.
	● Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	**Playgrounds and Fields:** ● Playgrounds and fields will remain closed for public use until parks in the area are opened for public use. ● The school will post adequate signs sharing this information with the public.
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.	**Recess and Breaks:** ● Breaks will mostly take place in the cohort classrooms. ○ All shared equipment will be disinfected daily when used and in between each cohort group.
☒ 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.	○ Students must wash hands before and after using shared equipment. ○ Break activities will be planned to support physical distancing and maintain stable cohorts.
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance.	**Restrooms:** ● Classroom cohorts will be assigned restrooms to use. ● Cohorts will use the restroom during scheduled times. ● Restrooms will be sanitized throughout the day. ● Students will be directed to wash their hands for at least twenty seconds after restroom use.
☒ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance).	**Adult Lunches:** ● Adults will eat lunch in either the cafeteria, gym or assigned room since class sanitization will occur midday.
☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	● A minimum of 35 square feet will be maintained for each adult
☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	**Preschool Specific**: ● Preschool will be the only class to use the playground. Sanitizing of the equipment will occur each day before morning recess.
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	● When weather does not allow for going outside, preschool will use the multipurpose room to play games. Sanitizing will occur between cohort groups.
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	
☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry.	**Overall:**
☒ Prohibit self-service buffet-style meals.	● Students will be placed in AM or PM Cohorts that will meet on Mondays, Tuesdays, Thursdays and Fridays..
☒ Prohibit sharing of food and drinks among students and/or staff.	● Wednesday will be used for virtual classroom time and face-to-face with a small group of students requiring extra support in the AM. This cohort will differ from the Monday-Tuesday/Thursday-Friday Cohorts. Wednesday PM will be used
☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	

☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the *Ready Schools, Safe Learners* guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
☒ Students and staff 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 shall be encouraged to do so after.
☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
☒ Adequate cleaning and disinfection of tables between meal periods.
☒ Since staff must remove their face coverings during eating and drinking**,** limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

for professional development and students will work independently at home.
● Grab and Go meals will be delivered to the foyer of each building for students to pick up as they leave school to go home (both breakfast for the following day and lunch for that day).

Cohort and Step Details:
● When GSD transitions to Hybrid/GO:
  ○ AM Cohorts:
    ■ Upon dismissal, pick-up a grab and go lunch and breakfast in the building foyer to take home for consumption.
    ■ On days when students do not meet face-to-face, breakfast and lunch will be sent home prior to the time away from school.
  ○ PM Cohorts:
    ■ Upon dismissal, pick-up a grab and go lunch and breakfast in the building foyer to take home for consumption.
    ■ On days when students do not meet face-to-face, breakfast and lunch will be sent home prior to the time away from school.
  ○ Gaston On-Line (GO) Students:
    ■ Breakfast and lunch will be available for pick-up outside the Commons Building between 11:00-12:30 or through the bus route one day per week (receiving all 5 meals in one service).

Staff:
● Staff will eat in their respective assigned areas since sanitizing will take place in classrooms during the midday break.
● Handwashing, sanitization, and social distancing will take place.

Preschool Specific:
● All preschool meals (breakfast and lunch) will be eaten at home.
● Sack meals(breakfast and lunch) to be taken home by preschoolers will be delivered to the preschool classroom (or preschool IA will pick up) at least 20 minutes before dismissal.
● Discontinue use of drinking fountains except for filling containers such as water bottles.
● Snacks may be provided to students as long as they are served by staff and individualized.
  ○ Staff must wash hands before serving snacks.
  ○ Students must be supervised so that they are not sharing snacks.

<div align="center">

2i. TRANSPORTATION

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	**Overall:** Work with the transportation department to develop district level routes, training, and updates.
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).	● Bus routes will be adjusted to support cohorting students and physical distancing, including: ○ Three feet of physical distance between passengers.
☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.	○ Six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices). ○ Assigned seats for students by address and family to maximize occupancy, yet adhere to social distancing guidelines.
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.	○ Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and

- If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
  - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
  - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
- If arriving at school, notify staff to begin isolation measures.
  - If transporting for dismissal and the student displays an onset of symptoms, notify the school.

☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.

☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

☒ Face coverings for all students, applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. This prevents eating while on the bus.

☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

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sitting within three (3) feet of other passengers and drivers on the bus.
  - The transportation company and the school team will meet 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.
- Face coverings must be worn by students and drivers while on the bus.
  - All drivers will wear masks or face coverings unless it interferes with the driver's vision. The driver must wear a face covering when not actively driving and operating the bus, including student exit and entrance.
  - All students in grades K-12 will use face coverings.
    - Provide support to all students in the use of face coverings.
- All bus drivers will keep daily logs.
  - The School Nurse will support the training for bus drivers to maintain logs.
  - Each bus driver/staff will be required to visually screen students for illness.
    - Additionally, upon arrival at school, staff will visually screen students prior to entrance of the classrooms.
  - If a student displays symptoms, ensure the student wears a face covering and keep the student at least 6 feet away from others.
    - Continue transporting the student and seat the student at the front of the bus.
    - Symptomatic students will exit the bus first and be escorted to the isolation room.
    - If arriving at school, notify staff to begin isolation measures.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Busses will be cleaned and sanitized between each route daily.
- Busses will keep windows open as much as possible for extra ventilation.
  - Students will be notified to dress warmly when riding the bus.

Preschool Specific:
- Transportation staff will follow the health protocols upon reporting to work using the Preschool Daily Health Check" on p. 50-52 of ELD Health & Safety Guidelines, Version 1.1.
- An adult is required to bring children to the bus; the adult must remain until after the daily health check.
- Daily health checks will be conducted at school.
- Staff must use hand sanitizing spray or gel (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle.
- Students will have an assigned seat on the bus and be at least 3 feet apart.
- Students must wash their hands upon entry into the classroom
- Students and parents will be reminded to dress their child warmly so that windows may be opened for extra ventilation on weather appropriate days.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan

- ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance.
- ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- ☒ Schools with HVAC systems must 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 shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).
- ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).

- ● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least two times per day.
- ● Follow CDC guidelines for cleaning.
- ● Ventilation systems will be checked and maintained monthly by maintenance staff and increased to maximum efficiency.
  - ○ Filters will be checked and replaced on a regular basis.
- ● Cohort classroom windows and doors will be opened for extra ventilation as appropriate (weather dependent) during class and between cohorts.

Preschool Specific:
Preschool will follow the guidelines described in Table 5 which is found on p. 40-43 of ELD's Health and Safety Guidelines for operating during Covid-19, Version 1.1 for cleaning the classroom supplies and equipment.
- ● Toys that have been mouthed will be collected for cleaning. They will be washed, rinsed and sanitized daily using EPA approved products.
- ● Shared toys will be sanitized daily during the prep period using EPA approved products, followed by a rinse of water.
- ● All disinfectants must be locked up, out of the reach of children.

2k. HEALTH SERVICES	
OHA/ODE Requirements	**Hybrid/Onsite Plan**
☒ 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	● Health services plan will be developed through collaboration with the school nurse and district mental and behavioral health staff.

students and provide services for students with special health care needs.	○ Staff will participate in required health services related training to maintain health services practices in the school setting.
☒ 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).	○ COVID-19 specific infection control practices for staff and students will be communicated.
	○ Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.
	○ Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).
	○ District RN will update student Health Management Plans as needed to address any new medical concerns due to COVID-19.
	● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention.
	○ Prevention education will be posted on the district website, newsletter and signage in the school setting for health promotion.
	● Schools will practice appropriate communicable disease isolation and exclusion measures.
	○ A Preschool-grade 12 isolation room will be located in the Commons Building.
	● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students.
	○ Information for immunization clinics will be provided to families.

<center>2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY</center>

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: ● 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. **Exception** K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the *Ready Schools, Safe Learners* guidance) may operate, in consultation with their Local Public Health Authority, provided that:	Not applicable

☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance.

☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.

☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.

☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
   ● Limit travel to essential functions.
   ● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.

☐ Any boarding students newly arriving to campus will either:
   ● Complete a quarantine at home for 14 days* prior to traveling to the school, OR
   ● Quarantine on campus for 14 days.*

   * A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

☐ Student transportation off-campus is limited to medical care.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. 　● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. 　● Fire drills must be conducted monthly. 　● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. 　● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must 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. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills shall not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	**Overall:** 　● Regardless of learning model, students will receive at least 30 minutes of instruction on emergency procedures for fires, earthquakes and safety threats. **Hybrid Learning Plan Emergency Procedures:** 　● Fire drills will conducted monthly. 　● Earthquake drills will be conducted two times a year. 　● Safety threats (lockdown, lockout, shelter in place) and evacuation will take place two times a year. 　● Drills will include physical distancing or be conducted in less than 15 minutes. 　● Drills will be conducted in duplicate to include all cohorts of students. 　● Hands will be sanitized following each drill.

☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance.

☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.

☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.

☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
   ● Limit travel to essential functions.
   ● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.

☐ Any boarding students newly arriving to campus will either:
   ● Complete a quarantine at home for 14 days* prior to traveling to the school, OR
   ● Quarantine on campus for 14 days.*

   * A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

☐ Student transportation off-campus is limited to medical care.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. 　● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. 　● Fire drills must be conducted monthly. 　● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. 　● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must 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. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills shall not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	**Overall:** 　● Regardless of learning model, students will receive at least 30 minutes of instruction on emergency procedures for fires, earthquakes and safety threats. **Hybrid Learning Plan Emergency Procedures:** 　● Fire drills will conducted monthly. 　● Earthquake drills will be conducted two times a year. 　● Safety threats (lockdown, lockout, shelter in place) and evacuation will take place two times a year. 　● Drills will include physical distancing or be conducted in less than 15 minutes. 　● Drills will be conducted in duplicate to include all cohorts of students. 　● Hands will be sanitized following each drill.

☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☒ 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.
	Overall:
	● Students who have historically demonstrated lagging skills related to physical/emotional regulation will work with staff to identify potential unsolved problems and develop collaborative and proactive solutions related to returning to school.
	● Case managers will review known student antecedent events and triggers with general education teachers so a proactive plan can be made to mitigate and/or remove the antecedent events and triggers from the environment.
	● A self-regulation/de-escalation room has been identified at Gaston Junior/Senior High School. Each classroom at Gaston Elementary School has an identified self-regulation/de-escalation area. A routine for using these resources will be taught and reinforced for students who have a known history of lagging skills related to physical and emotional regulation.
	● Students who have a history of difficulty with self-regulation and/or timely de-escalation will have a daily check-in with an identified staff member. The check-in routine will include identifying current level of alertness and/or emotional regulation, an opportunity for the students' feelings and experiences to be heard and understood, and a review of tools that can be used to re-establish self-regulation.
	● Gaston School District staff will participate in training to support re-escalation, lagging skill instruction, and alternatives to restraint. The Gaston School District does not use seclusion.
	● Staff trained and actively certified in Students and Youth with Needs that are Complex (SYNC), which includes a module on stress and self-control, will be strategically assigned to support students who have historically shown difficulty with self-regulation and timely de-escalation.
	● If a space is unexpectedly used for the purpose of de-escalation, the facilities director will be notified after the student has safely returned to a regulated state of functioning so that appropriate sanitization procedures can be implemented.
	If a student elopes from an area:
	● In response to student elopement, SYNC trained and certified staff will be the first to respond by:
	  ○ Engaging the student in an empathetic verbal interaction with a calm voice to attempt to re-regulate the student without any physical interaction. Examples of empathetic statements include: "this seems hard right now, help me understand what's going on".
	  ○ Using the concept of reasonable response (just enough intervention for protection from injury and no more than is absolutely necessary, less risk of injury by intervention than what is threatened by the situation), staff will attempt to re-regulate the student without physical intervention.
	  ○ Washing their hands after a close interaction with a student who has eloped from the school.

- Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
  - If staff need to intervene for student safety, staff should:
    - Maintain student dignity throughout and following the incident.
    - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    - Use the least restrictive interventions possible to maintain physical safety for the student and staff
    - Wash hands after a close interaction.
    - Note the interaction on the appropriate contact log.

*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

- Noting the interaction on the appropriate contact log, including the log for stable cohorts when unexpected interaction with other cohorts occur.

If a student exhibits behavior that is unsafe in the classroom and requires the teacher to complete a room clear procedure:
- The classroom teacher will respond by:
  - notifying the office
  - Leading the class to an identified emergency classroom
  - Using a previously developed lesson plan that allows for continued instruction, physical distancing, and limited access to typical materials.
- Staff supporting the student will respond by:
  - Using the concept of reasonable response to maintain physical safety.
  - Prompting the student to move to an identified de-escalation area when it is determined to be safe to move.
  - Washing their hands and prompting the student to wash hands if they have had a close interaction. Adding their name and the student's name to any stable cohort contact log sheet as appropriate.
- **If a student engaged in aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical re-escalation or intervention techniques other than restraint or seclusion:**
  - Staff will use de-escalation techniques and SYNC approved physical skills such as evasions, deflections and escapes.
  - If the student engages in challenging behavior that requires the use of previously trained physical skills, student dignity will be maintained by a teacher-initiated room clear.
  - Staff will use a calm but firm voice to deliver short safety directives to the student.
  - When the student's behavior no longer presents a direct threat to safety, the staff member will use empathetic language to help the student de-escalate further.
  - At all times the concept of reasonable response will be applied.
  - If the student and the staff member have had a close interaction, they will both wash their hands after de-escalation.
  - All cohort interactions will be noted on the appropriate contact logs.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the *Ready Schools, Safe Learners* guidance). Single-use disposable PPE must not be re-used.	• All disposable PPE will be disposed of after single use/as directed by the manufacturer. • All PPE that is reusable will be cleaned/disinfected after every episode/use, following manufacturers instructions.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit.
 	
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.
	Communication:
	● Coordinate communication with the Local Public Health Authority.
	● If the region impacted is in Washington County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls.
	● When cases are identified in the local region a response team will be assembled within the district and responsibilities assigned within the school district as per Gaston School District Communicable Disease Management Plan.
	● Work with the Local Public Health Authority to establish timely communication with staff and families.
	Emergency Response Framework:
	● See Gaston School District Communicable Disease Management Plan for framework and details.
	   ○ Communicable Disease Plan
	   ○ Plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the district nurse or appointed school administrator.
	   ○ A district response team will review identified cases and follow an established emergency response framework.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	**Overall:** ● See Gaston School District Communicable Disease Management Plan for response to outbreak plan and work with the local public health authority. ○ Communicable Disease Plan **School Closure:** ● All large school events will be Modified, postponed, or cancelled as coordinated with the LPHA. ● Upon closure, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. ● Grab and go meals will be available for students at the Commons Building between 11:00-12:30, along with bus meal delivery routes. **Communication:** ● District administration, in conjunction with LPHA and the school nurse will communicate with families regarding school closure.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ 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.	● See Gaston School District Communicable Disease Management Plan for details. ○ Communicable Disease Plan ● Distance learning and in-person learning will be planned, allowing for students (and the school community) to move between an in-person and distance learning model. ● In the event of school closure, all students and staff will participate in distance learning temporarily. ● Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces. ● Follow LPHS guidance regarding the return of students and staff for onsite instruction

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 *Include how/why the school is currently unable to meet them*

Not applicable – we have met all requirements.	Not applicable – we have met all requirements.