



EagleRidge High School
OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY
2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	EagleRidge High School
Key Contact Person for this Plan	Kimberly Cappel
Phone Number of this Person	541-884-7627
Email Address of this Person	Kim.cappel@ehsr3.org
Sectors and position titles of those who informed the plan	Parents, Students, Staff, Wendy Niskanen, Bob King, Tanya Frisendahl
Local public health office(s) or officer(s)	Klamath County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kimberly Cappel
Intended Effective Dates for this Plan	August 15, 2020 – June 30, 2021
ESD Region	Southern Oregon ESD

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

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

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

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.

1. We collected data from a survey from parents and students in reference to their experiences through distance learning. We asked parents and students about preferred instructional models for the 2020-2021 school year.
2. We contacted the KFCS school nurse Wendy Niskanen to go over plan and discuss possible adjustments to better serve and protect our students and staff.
3. We contacted the Klamath County Public Health Authority and followed their guidance.
4. We worked with local Tribal Council and Title XI Coordinator to determine impact and provide additional support for our Native Families.
6. We worked with McKinney-Vento Coordinator: Kirsten Dovieri to determine what the needs are of our Homeless populations
7. We worked with Upward Bound, Elizabeth Stiller, to ensure continual college-bound supports

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning
 Hybrid Learning
 Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the 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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

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.

CDL will be utilized in the event that the state and county metrics do not allow for reopening using the Hybrid Learning Model outlined below. As of August 10, 2020 Klamath County does not meet the state directed metrics for the re-opening of schools. Therefore, we will be putting a plan in place to smoothly move to CDL at the beginning of our academic semester.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

We will begin our school year with a limited social distancing interaction with limited on-site instruction with each student as allowed by the most recent guidance by ODE.(2A) This will allow for teachers and students to clearly communicate the CDL process and expectations. Additionally, it will allow our school to provide all tools necessary to facilitate a successful CDL experience.

A survey has been sent to parents, guardians and families, with follow up phone calls, to determine the technology, connectivity, socio-emotional needs and food services needs of students and families. This data will be used to provide students with the necessary tools to be successful.

We will continue to teach in CDL, with limited on-site instruction, until the metrics in our county dictate that we can move to our Hybrid Plan, which is stated below.

The CDL plan will mirror our Hybrid Plan for students. Students have chosen either a morning or an afternoon for classroom instruction. Teachers will provide this instruction for students as if they were in the classroom.

1C: Safeguarding Student Opportunity Clause

All students will have access to a full learning experience whether we are in full CDL or our Hybrid Model. Access to interactive classrooms will be available to all students in both learning models.

Credit Assurance Plans have been developed for students that received Incompletes (I) during the Spring of 2020. These plans will be communicated to students and parents with the opportunity for completion of these plans through August of 2021.

1D: Services for students During CDL

Educational plans for students on an IEP or a 504 will be reviewed and accommodations updated to help students succeed during CDL. The plans will be reviewed and updated by their IEP and 504 teams, to include the student. We believe it is very important for students to be involved in the decision making for accommodations that will help them be the most successful during this time (and all times!). We will work with students to help them overcome any obstacles that may be preventing them from receiving the education they need and deserve. Family Engagement activities will be provided, especially during the first three weeks of school. Families will be invited to attend informational sessions on how to access CANVAS and on how they can support their child during CDL. Additionally, we will discuss how the school can provide additional support to help the CDL process be successful for their family. We will additionally have frequent check-ins with families to ensure the needs of their student and family are being met.

We will continue mental health counseling for students. These sessions will be held either at the school or through an online resource. This is dependent on how the counselor and student have agreed to meet.

Our Title VI students will continue to receive services from the Klamath Falls City School District. Our Graduation and Student Success Coordinator will ensure that these students' needs are being met.

2A: Teaching and Learning

Students will be given CDL orientations during the first three weeks of school. Students will be in the building to receive instruction on how to use CANVAS properly and given instruction on how to begin student-led time management skills. Students will be given both the instruction and resources to succeed in CDL.

Virtual and in-person orientations will be given to parents to help them understand CANVAS, the CDL procedures and given resources to be able to support their child's success in CDL.

Students and Families will also have follow-up meetings, every 3-5 weeks, to ensure success during CDL and to identify any possible obstacles to that success.

All assignments, classroom videos, TEAMS meetings, grades, calendars, emails and hang-out rooms will be accessed through CANVAS. Students will also be provided a template for daily time management. This template is a checklist of what students should do on a daily basis in order to be successful with CDL. This template will also help students be successful when we return to on-site instruction.

Students will continue their project-based instructional model throughout CDL. Students will be in contact with their instructors on a daily basis. Daily instruction and interaction will consist of both teacher facilitated-learning and applied learning experiences, including: limited on-site instruction with teacher-facilitated learning; TEAMS meetings; instructional TEAMS classes (this is for students with limited on-site instruction or those at home); Discussion boards; telephone calls; emails; or assignment turn in. Students will have a variety of way to turn in assignments, including through CANVAS, via email, verbally via TEAMS or over the phone, and any other methods approved by the administration.

Staff will be provided an additional hour each day for instructional planning and collaboration. Teachers will also receive one additional week of professional development to ensure their CANVAS is consistent with the school's expectations and procedures. A common template has been developed for all teacher to use on CANVAS. This was developed based on feedback received from parents, guardians, families, and students during the spring CDL.

2B: Instructional Time

Students will have 4 blocks. They will participate in Blocks 1 and 2 on Monday and Wednesday. They will attend these classes during their chosen time slots in the morning or afternoon. Students will participate in Blocks 3 and 4 on Tuesday and Thursday. They will attend these classes during their chosen time slots in the morning or afternoon. Students will additionally take an online only course and they will have check-ins on Fridays with their instructors.

Students are required to be in their classes during the times allocated for their classes. Students are also required to participate in on-line discussion boards, TEAMS meetings and/or one-on-one interactions with their teachers on non-instructional days. Students will be given guidance on when and how to do this during our first three weeks of limited on-site instruction.

The following is a schedule the students will follow:

Students will be scheduled according to preference in either morning or afternoon cohorts. Classes will be 65 minutes long.

- Block cohorts:
 - * Monday and Wednesday - Blocks 1 & 2
Morning and Afternoon options
 - * Tuesday and Thursday – Blocks 3 & 4
Morning and Afternoon options

Instructional Days: M-Th

8:00 – 9:15 Teacher Prep and Virtual Office time: This provides check-in time for students and one-to-one requested assistance.

Morning Cohort:

9:15-9:30 Skillz Curriculum: Students will check in with their Skillz teacher. The Skillz classes are broken down by grade-level.

9:30 -10:35 Block 1 or Block 3: These classes will be attended by students through TEAMS and will be live, interactive classes for students.

10:40 -11:45 Block 2 or Block 4: These classes will be attended by students through TEAMS and will be live, interactive classes for students.

11:45 –12:15 Teacher Virtual Office Time for additional student assistance

Break for Staff

Afternoon Cohort:

1:00 –1:15 Skillz Curriculum: Students will check in with their Skillz teacher. The Skillz classes are broken down by grade-level.

1:10-2:15 Block 1 or 3: These classes will be attended by students through TEAMS and will be live, interactive classes for students.

2:20 -3:25 Block 2 and 4: These classes will be attended by students through TEAMS and will be live, interactive classes for students.

3:30-4:00 Teacher Virtual Office time

*All classes will be held in person *and* on Teams for students who choose the online learning model. Attendance in virtual class meetings on Teams will be taken, and it is expected that students log in regularly. Teams meetings will also be recorded and posted online to access later.

Instructional Day: Friday

8:00-9:00 Teacher Prep and Professional Development

9:00 – 11:30 Distance Learning Check-In or Individual Labs for Classes, CTE Instruction

11:30-1:00 Teacher Grading and Lunch

1:00-3:30 Distance Learning Check-In or Individual Labs for Classes* and CTE

Non-Direct Instructional Times: Monday-Friday

Students will work 1 hour per day per class on non-instructional days. For instance: Students will work 1 additional hour per day for Blocks 1 and 2 on Tuesdays, Thursdays and Fridays at home or in lab times. Students will work 1 additional hour per day for Blocks 3 and 4 on Monday, Wednesday and Fridays at home in lab times. Students will also be required to have classroom interactions through: discussion boards; peer review editing, break-out rooms and discussions.

Students will show proficiency in their subject area through formative and summative assessments. These various evidences of learning will be administered by the teacher and graded equitably based on the students' needs and accommodations. If a student is not proficient in a particular standard, students will be provided opportunities to show proficiency in those standards.

*Teachers will choose to have their Distance Learning Check-ins in the morning or in the afternoon.

*Teams meetings will have required student attendance

*All Teams meetings and instruction will be recorded and streamed on Canvas for students and parents to access at any time.

2C: Grading and Reporting Progress

Canvas will provide a detailed account of all of our student's grades and progress on assignments. Students will receive progress reports every 6 weeks and report cards at the end of each trimester.

Parents will be called every other Friday by the student's Skillz teacher to let parents/guardians know how their student is doing. However, if a student is not being successful in the Comprehensive Distance Learning, parents/guardians will be contacted to see how we can help their student be successful.

2D: Statewide Balanced Assessment System

EagleRidge High School will plan and prepare for our 11th grade students to complete the statewide summative assessment in the Spring of 2021. Additionally, teachers will utilize the interim Assessment System to prepare students and to provide formative data for instructional purposes.

3A. Nutrition

We will be working with our meal services provider to provide grab and go meals for our students. We will follow the guidelines set by ODE Nutrition Services Program and our local meal provider for serving, delivery and food safety.

We will also provide food boxes for our families on a weekly basis.

3B. Attendance

Students attendance will be tracked through their daily interactions within their classes. On days that they do not have direct instruction through Teams, student's attendance will be tracked through:

- Interactions on Canvas;
- Group discussion platforms;
- Phone call where you actually talk (not leaving a message for the student);
- Communication *from the student* including: chat, text, message (text or voice), communication app, or email with teacher, special education teacher or parapro;
- Posting completed coursework (anything submitted on Canvas or via email); and
- Turning in completed coursework on a given day.

If a student has not completed the daily interaction for attendance, the Graduation and Student Success Coach (GSSC) will be notified and the GSSC will contact the student and family to see how we can assist the student.

3C: Clubs and Extracurricular Activities

Clubs and Extracurricular Activities will be available to all students to the extent possible through social distancing requirements with time made available for these virtual meetings on Fridays.

For Sections 4-8 please see narratives in Blueprint below.

This plan will be updated and revised based on input and feedback from families, students, staff, and community members. It will be a working document that will serve to deliver the best comprehensive education based on the guidelines put forth by ODE.

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.*



1. Public Health Protocols:

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> Process and procedures 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. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the 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. <input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student 	<p>Will work with the Klamath County Health Authority and school nurse to update our Communicable Disease Management Plan to include the requirements for COVID-19.</p> <p>Updated the CDMP Plan to include the spread of COVID-19 Designation person(s): Kimberly Cappel, Becky Barker, Emilie Benke-Witkowski (each assigned to one entrance)</p> <p>Wendy Niskanen will be our school nurse; Jessica Dale from Klamath County Public Health Authority. (KCPHA)</p> <p>Will train all staff during the August 17-24 Inservice on Ready Schools Safe Learners guidance. This will be done either through virtually or in person depending on state guidance.</p> <p>Upon identified symptoms, students will be isolated and parents called. Students will be isolated and monitored in the counseling office.</p> <p>Cleaning protocols will be put in place. See section 2j and Appendix A.</p> <p>EHS will comply with all tracking documentation provided by the Wendy Niskanen, school nurse, and Jessica Dale from the KCPHA.</p> <p>Response protocols will be provided by the KCPHA.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • 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: 	Students: <ul style="list-style-type: none"> ▪ All students identified as medically fragile or at risk by either a physician or by parent/guardian notification, will have the option to be enrolled in virtual and/or online classes with bi-weekly virtual check-ins. Students will also be able to access their teachers during set- office hours. ▪ Students that have disabilities (IEP's or 504's) will continue to receive specially designed instruction through virtual interaction or in-school lab times. ▪ Students that have language services or additional service support will continue to receive these supports either virtually or with designate times. Staff: <ul style="list-style-type: none"> ▪ All staff identifying as 'at risk' either for themselves or their household could have the following options presented to them: <ul style="list-style-type: none"> ▪ Teaching Staff <ul style="list-style-type: none"> * On-line instruction and support * Monitoring of On-line credit recovery programs * Provide tutoring assistance for students virtually • Bi-monthly staff meeting to specifically address the progress and needs of our at risk/medically fragile students. ▪ Support Staff (without student/staff contact) <ul style="list-style-type: none"> *Maintenance Projects *Custodial Work * Office Work ▪ Consider leave options as outlined in the OSBA COVID Guidelines Visitors/Volunteers <ul style="list-style-type: none"> ▪ Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'. ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering) <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. 	<p>Capacity for Classroom settings:</p> <p>We are a project-based school and although our square foot capacity would allow for more students in each classroom, we believe allowing the students to have the flexibility to move around in the classroom to complete their projects would be more productive and allow for better student engagement.</p> <p>All square footage is in allowable space.</p> <ul style="list-style-type: none"> ▪ PE/Health Room: 999 sq ft. Capacity: 28 students No more than 15 students ▪ Digital Media: 358 Sq. ft Capacity: 13 student No more than 11 students ▪ SPED/Resource: 616 sq. ft Capacity: 17 students No more than 10 students ▪ Spanish/KCC Adjunct: 720 sq. ft Capacity: 20 students No more than 12 students ▪ English/Social Studies: 1320 sq. ft Capacity: 37 students No more than 16 students ▪ Science: 1200 sq. ft Capacity: 34 Students No More than 16 students ▪ Math Room: 572 sq. ft. Capacity: 16 Students No more than 12 students ▪ Business Room: 625 sq. ft Capacity: 17 students No more than 12 students ▪ Construction Room: 1000 sq ft Capacity: 28 students No more than 12 students ▪ Music Room: 625 sq feet Capacity: 17 students No more than 12 students ▪ Cafeteria (lab space) : 1370 sq. ft Capacity: 39 students No more than 20 students <p>Schedule Modifications</p> <ul style="list-style-type: none"> • Morning and afternoon Block Cohorts to limit student population within building • Meals will be served in the classrooms to prevent lines at cafeteria • Friday will be designated for additional supports in learning per student request.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Cohorts: Students will be scheduled according to preference in either morning or afternoon cohorts. Classes will be 65 minutes long with additional time for clean-up and meals. Students will be placed in cohorts based on student chosen classes.</p> <ul style="list-style-type: none"> • Block cohorts: <ul style="list-style-type: none"> * Monday and Wednesday – Blocks 1 & 2 Morning and Afternoon options * Tuesday and Thursday – Block 3 & 4 Morning and Afternoon options <p>Logging:</p> <ul style="list-style-type: none"> • Student will be logged at Entry and Exit using the approved KCPHA form • Transportation mode will also be logged per student <p>Movement:</p> <ul style="list-style-type: none"> • Students will move from one block to the next (only one per cohort session) in staggered increments following movement protocols that they will be taught. • No more than two students will enter the bathroom at one time. (Middle stall will be closed in bathrooms) • Students will eat all meals in the classrooms to avoid lines and congregations and to promote continued social distancing • Morning Cohorts to eat lunch the last 15 minutes of block 2 or 4 (MW -TTH) • Afternoon Cohorts to eat lunch after clean-up before blocks 1 and 3 at 12:45 <p>Changing Classes</p> <ul style="list-style-type: none"> • Between classes, students will leave from their assigned classroom and go directly to their next class <ul style="list-style-type: none"> a. Arrows and signs will direct movement in hallways b. Students will be distanced 6 feet apart during movement times • Students will use the bathroom during class time. No more than two students in the bathroom at a time. <ul style="list-style-type: none"> a. No bathroom passes will be used. b. Teacher responsibility to track students coming and going c. Signage to remind students that no more than two individuals in the bathroom at one time. <p>Sanitizing:</p> <ul style="list-style-type: none"> • Cleaning and wiping of surfaces shall be done at the end of every class • Students will be responsible for cleaning their own workspace. • High-traffic areas will be sanitized several times per day • Bathrooms to be cleaned every two hours • Hand Sanitizer is available all entry and exits, every classroom and common areas. • At the end of each class, teachers will be responsible for using the disinfecting atomizer at all areas of the classroom.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. 	<p>EHS will follow KCPHA guidelines for communication matrix</p> <ul style="list-style-type: none"> • Based on this matrix, training for staff will be held in August.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Consider sharing school protocols themselves. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> Consult with your LPHA on what meets the definition of “close contact.” <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<ul style="list-style-type: none"> Communication with families will be done in August to include onsite or virtual meetings and written communication Staff, students and families will be updated monthly on protocols and any changes made to the existing protocols. <p>Protocols and Blueprint will be placed on the school’s website</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face Other severe symptoms <input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. <input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<p>All entry and screening will follow the CDMP.</p> <p>Screening Students</p> <p>Students will be visually screened by staff upon entering the building. When a screening indicates that a student may be symptomatic, the student is offered a mask and directed to the ‘isolation area’. The isolation area has been specified as the counseling office. Protocols from the Communicable Disease Management Plan will be implemented. Screening will include updating local and district student logs.</p> <p>Students will be given one of three designated entry areas.</p> <ul style="list-style-type: none"> Screening will take place at these entry points. Hand Sanitizer will be available for all students (students will sanitize hands before entering building) Before all meals, students will wash their hands Hand Sanitizer will be available at all meal points (classrooms). <p>Screening Staff</p> <ul style="list-style-type: none"> Staff are required to report to administrator when they may have been exposed to COVID-19. Staff are required to report to the administrator when they have symptoms related to COVID-19 Staff members are not responsible for screening other staff members for symptoms. <p>Drop of And Pick Up Procedures – see Appendix B</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. <input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	Visitors/Volunteers will be unable to work within schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. <ul style="list-style-type: none"> • Non-essential visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. • Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. • Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. <input type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <input type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction. <input type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	We will follow and be in compliance with the state guidelines for facial coverings. Facial Coverings will be required for all staff and students. Protective Barriers or face shields will be provided for: <ul style="list-style-type: none"> • Front Office Staff • Staff Facial Coverings are required and will be provided for: <ul style="list-style-type: none"> • Child Nutrition Program staff • Staff providing 1-1 student support • Staff that requires direct physical contact • Designated health services providers • PE Teachers • Counselors • Special Education Staff • Administration • Other teachers that provide individual assistance

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. 	EHS will be in regular contact with the district nurse to update plan and isolation measures. <ul style="list-style-type: none"> ▪ All students who become ill at school will remain at school supervised in isolation area by designated staff until parents can pick them up. ▪ Students will be provided a facial covering if they can wear one safely. ▪ Staff should wear facial covering and maintain physical distancing, but never leave a student unattended. ▪ Staff must maintain composure when student is exhibiting symptoms, so that it does not cause unnecessary anxiety to the child, parents, or staff. ▪ Staff will maintain student confidentiality. ▪ Daily logs will be maintained containing the following: <ul style="list-style-type: none"> *Name of students sent home for illness, cause of illness, time of onset

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. <ul style="list-style-type: none"> • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). <input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<ul style="list-style-type: none"> *Name of students visiting the office for illness, symptoms, even if sent home ▪ Staff and students with known or suspected COVID-19 or displaying COVID-19 symptoms per current OHS guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before the passage of 14 calendar days after exposure and symptoms are improving. ▪ See <i>Klamath County Public Health Covid-19 Algorithm For Contacting Educational Institutions</i> attached as Appendix D



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 higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	<p>All students will be enrolled following the Oregon Department of Education Guidelines.</p> <p>No student will be dropped for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> ▪ Are identified as 'at risk' or otherwise identified as part of a population at risk to infection with COVID-19. ▪ Have COVID-19 symptoms for 10 consecutive school days or longer

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. • For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. • The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week. 	<p>Attendance will be taken daily on instructional days.</p> <ul style="list-style-type: none"> ▪ Blocks 1 & 2: Monday and Wednesday ▪ Blocks 3 & 4: Tuesday and Thursday ▪ Block 5: Friday <p>Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</p> <p>Student Success Coach or Registrar will notify the Executive Director if the absence rate for any student has increase by 10% and/or is identified by their teacher as not participating.</p> <p>The Registrar will notify the school nurse and KCPHA in compliance with the reporting protocols set forth by the KCPHA.</p> <p>Attendance Tracking:</p> <ul style="list-style-type: none"> • Minimum of two interactive check-ins per week on separate days per class • Interactive check-ins include: <ul style="list-style-type: none"> *Classroom attendance *Two-way communication via phone, text, email, chat or Teams meetings

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week). • The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week. • Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days). • Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). <p><input type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<ul style="list-style-type: none"> ▪ Conduct family technology and connectivity survey ▪ Determine needs and wants of students/families (packets, mailing, etc.) ▪ Inventory all technology and purchase necessary technology to implement safe learning technology. ▪ Plan for technology support and replacement, included in the budget ▪ Each student will be provided personal laptops to prevent the additional spread of the virus ▪ Health protocols for personal/student assigned equipment in building: <ul style="list-style-type: none"> ○ Students will be instructed to sanitize personal/checked out equipment at the end of each class every day.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p>	<ul style="list-style-type: none"> • Handwashing: All students will have access to hand washing and hand sanitizing areas. Opportunities will be given to all students

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>several times throughout the instructional day. Students will wash their hands upon entering the building and before meals.</p> <ul style="list-style-type: none"> ● Equipment: All classroom supplies, tabletops, door handles and PE equipment will be sanitized before use by another student. ● Safety Drills: During all mandated drills (fire, earthquake, intruder), all students will be physically distanced during exit, recovery, and reentry process. Students will have access to hand-sanitizer upon reentry into the building. ● Events: In-person field trips will not be taken during the 20-21 school year. All assemblies, performances, parent meetings or any other gathering will be held in a virtual setting or will be designed in such a way that physical distancing will be maintained throughout the event. ● Transitions/Hallways: Students will have visual aids (tape, etc.) to illustrate specific directions in the hallways and common areas. ● Personal Property: Each student will be required to consolidate all personal items in a backpack that they always carry with them. If the student does not have a backpack, one will be provided. ● Restrooms: Students will be allowed to use the bathroom when needed. No more than two students will be allowed in the bathroom at one time. Sanitizing wipes will be made available in each stall. The bathrooms will be cleaned every two hours throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas. <input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Students will be designated one of three points of entry and dismissal. (Protocols may be found in Appendix B) Students will be visually screened by staff upon arrival. When screening indicates that a student may be symptomatic, the student is directed to the office and placed in supervised isolation. The CDMIP protocol from Section 1a will be followed.</p> <p>All Students:</p> <ul style="list-style-type: none"> ● Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Staff will fill in the information and not allow a shared pen/paper. A spreadsheet of information will be provided daily to staff members. ● Hand sanitizer will be available at all points of entry. ● Communicate with parents/guardians and drop-off and pick up needs to happen quickly. ● Parent/Guardians and students will be given the drop off and pick up protocols. ● Entry and Exit point cohorts will be dismissed according to cohort <p>Screening Staff:</p> <ul style="list-style-type: none"> ● Staff will need to report possible exposure to COVID-19 ● Staff are required to report to administration if they have symptoms of COVID-19 ● Staff members are not responsible for screening other staff members for symptoms.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Arrange seating to meet the 35 square feet criteria, ensuring students are consistently 6 feet apart. • Materials: Each student will be given their own personal supplies to use. Pencils, pens, scissors, and laptops will be issued to students. Hand sanitizer and tissues will be available for use by students and staff • Handwashing: Students will be encouraged to wash and sanitize hands before any meal is served. Additionally, students will be encouraged to wash their hands several times per day. • Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette • Furniture: All upholstered furniture and soft seating (fabric) will be removed from the building. • Classroom Procedures: All students will carry their personal belongings in a backpack. Students will not use bathroom passes to go to the bathroom. All computers and tables will be cleaned between class use. • Seating: Each class and hallway will have visual aids to illustrate traffic flow, appropriate seating distance and assigned seating areas. • Environment: When possible, teachers will be encouraged to hold classes outside and encourage students to distance themselves.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's). <input type="checkbox"/> Students must wash hands before and after using playground equipment. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment between cohorts. 	<p>There is not a schedule for recess or breaks in our Hybrid model.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after. 	<p>All foodservice staff will wear face shields or face coverings when distributing food to students. Before students receive any meal, they will be instructed to wash/sanitize their hands.</p> <p>Food Service Delivery for Breakfast and Lunch</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. 	<ol style="list-style-type: none"> 1. Students will receive their breakfast upon entering the building in their designated entrance. 2. Food will be served in paper bags 3. Lunches will be delivered to students in their classrooms where the food will be consumed: AM – before dismissal; PM at the beginning of class <p>Breakfast:</p> <ul style="list-style-type: none"> • Plan is still being developed based on food service provider • Students that would like breakfast, will enter at their designated door and request breakfast. <p>Lunch:</p> <p>First Cohort of Day:</p> <ul style="list-style-type: none"> • Students will order lunch during their 1st block class • Lunch will be delivered to the classroom at the end of the class period <p>Second Cohort of Day</p> <ul style="list-style-type: none"> • Students will place order for lunches the day prior (extra meals will be ordered in case of a missed request) • Students will eat the first 15 minutes of class • Classrooms will be open for lunch 10 minutes before class begins • Students who had not ordered lunch will still have options available <p>Additional Idea of students eating in cafeteria and on benches in hallway with distancing</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers wear face shields or face coverings. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). 	<p>Drop Off protocols for parents will be put in place based on point of entry and exit. (See Appendix B for specifics)</p> <ul style="list-style-type: none"> • Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. Students will have to note which bus route they took or personal vehicle. • Staff will fill in the information and not allow a shared pen/paper. A spreadsheet of information will be provided daily to staff members. • Hand sanitizer will be available at points of entry. • Communicate with parents/guardians and drop-off and pick up needs to happen quickly. • Entry and Exit point cohorts will be dismissed according to cohort

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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, restrooms, and playgrounds. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p><u>Custodial Responsibilities</u></p> <p>Ventilation systems will be cleaned monthly and filters upgraded to conform to CDC guidelines.</p> <ol style="list-style-type: none"> 1. Clean Bathrooms every two hours with Alpha HP <ul style="list-style-type: none"> a. Toilets b. Sinks c. Stall doors and handle d. Door plates (upper) Main Door e. Restock Supplies f. Ensure there is soap g. Hand Sanitizer at exit <p><u>In Between Classes and Student Entry/Exit</u></p> <ol style="list-style-type: none"> 1. Sanitize all outside door handles 2. Sanitize high traffic areas (counter in front of office, all surfaces along the hallway, etc) 3. Mist All Entry ways with Alpha Hp 4. Mist all Hand Sanitizer units <p><u>Daily</u></p> <ol style="list-style-type: none"> 1. Sweep and Clean all floors 2. Spray all stationary computers with Alpha HP 3. Check all Hand Sanitizer Levels 4. Empty Trashes <p><u>Classroom Protocols for Cleaning</u></p> <p>All classroom will have cleaning stations that will contain:</p> <ol style="list-style-type: none"> 1. Alpha HP Spray Bottles (at least 4) 2. Paper towels 3. Cloth Towels 4. Cloth Towels disposal can <p><u>Teacher Responsibilities</u></p> <ol style="list-style-type: none"> 1. Clean every classroom at the end of each class (last 5-10 minutes) with sanitizing mister. <ul style="list-style-type: none"> a. Sanitize all tables b. Sanitize all chairs c. Sanitize all inside door handles d. Sanitize all counters and common surfaces (whiteboard, smart board, etc.) e. Sanitize all common supplies (ie: markers, scissors, whiteboard supplies, etc.) f. Sanitize all computers used – laptops and desktops – teacher and student

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Isolation room will be the counseling room. This room allows for safe isolation and adult supervision. This room also allows for quick access for parent/guardian pick up with limited exposure to other students or staff members.</p> <p>Develop plan with Wendy Niskanen to provide appropriate services for fragile students.</p> <p>Develop plan with KBBH to provide mental health services in house and virtually to ensure consistency in services.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan



3. Response to Outbreak-

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<ul style="list-style-type: none"> • KCPHA will provide communication protocols for staff, families and community members. See Algorithm in Appendix • Ask about response team and request to be part of response team with KFCS

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<p>Adhere to the communication and response protocols set forth by the KCPHA.</p> <ul style="list-style-type: none"> • Identify baseline absentee rates to determine if rates have increased by 10% or more • Dismiss students temporarily • Modify events at school (or postpone) • Work with identified response team to communicate with staff, students and families

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>Adhere to the communication and response protocols set forth by the KCPHA.</p> <p>If school closure is advised by the KCPHA, EHS will switch to the Comprehensive Distance Learning platform.</p> <p>Reentry will require entire building to be cleaned, sanitized and disinfected following CDC guidelines.</p> <p>Food Services will still be provided to students. Families will either be able to pick up weekly food boxes at the school or will have a box delivered to them.</p>



ASSURANCES

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

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. 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-

4a. PRINCIPLES IN ACTION

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<p>Required</p> <p><input type="checkbox"/> Review and apply school's equity stance, principles, and/or commitment.</p>	<p>We are committed to all students to help them graduate inspired and prepared for life-long success. We provide a caring, small school environment where all students learn to respectfully communicate and collaborate through projects and technology while preparing for a smooth transition to either college or career and service to their community.</p>
<p>Recommended</p> <p>⇒ Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).</p> <p>⇒ Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.</p> <p>⇒ Provide differentiated learning opportunities for students who had limited or no access to instruction during the spring 2020 school closure. This may look like assigning a learning mentor or coach, additional check-ins, supplemental learning supports, and instructional support for emergent bilingual students.</p> <p>⇒ Strategically pair educators who infuse culturally responsive and sustaining practices with students who will benefit most from instruction that centers student identity, builds intellectual capacity, and develops academic mindsets.</p> <p>⇒ Mitigate risks for immigrant students and families who may be undocumented. For example, for any protocol requiring student identification, consider using secure student school IDs in lieu of student names. Where possible, have trusted community members help in the first weeks of school to greet families at the door and</p>	<p>Partnerships:</p> <ul style="list-style-type: none"> • Klamath Basin Behavioral Health • Klamath Food Bank • Integral Youth Services • McKinney-Vento Services • Tribal Counsel <p>Communication with stakeholders about impact of school closure:</p> <ul style="list-style-type: none"> • Student Surveys • Parent Survey • Staff Survey • Home Visits • Phone Calls • Email communication

demonstrate how the protocol and contact tracing work, including discussing the specific information gathered.	
<i>Communities and families are strong and resilient while facing intense adversity. Recognizing, centering, and supporting their strengths and gifts is best practice.</i>	
Recommended	
<p>⇒ Hold students at the center: Start every meeting by sharing a student name (where appropriate confidentiality can be maintained) or a story of a student who will be held at the forefront as decision making occurs. Who are the students who did not engage in spring 2020 distance learning? Are there students who have lost a family member? Name the barriers to engagement in school that the student may be experiencing due to COVID-19.</p> <p>⇒ Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.</p> <p>⇒ Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in Culturally Responsive Teaching and the Brain. Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature. ⇒ Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as MEChA, Black Student Unions, and LGBTQ2IA+ focused groups).</p> <p>⇒ Learn more about the ways communities gathered in the past and how those rituals and traditions matter. COVID-19 has highlighted the importance of collectivism and interdependence for the collective wellbeing of communities.</p> <p>⇒ Replace deficit language (e.g., needs, struggles, gaps) with asset-based language (e.g., strengths, opportunities, talents).</p>	<p>Unengaged Students:</p> <ul style="list-style-type: none"> - Student Success Coach has been working to communicate with families and students to reach out and reengage <p>Processes:</p> <ul style="list-style-type: none"> - Plan for use of community building and restorative circles - Empathy interviews from 19/20 being used to target inquiry-based learning strategies; potential for new round of empathy interviews in the fall to collect more data
<i>Meaningful, reciprocal relationships are essential for learning and wellbeing.</i>	
Recommended	
<p>⇒ Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises. These routines should continue in any of the learning models including Short-Term or Comprehensive Distance Learning.</p> <p>⇒ Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.</p> <p>⇒ Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one's ability to limit their exposure to COVID-19, considering the frontline workers.</p> <p>⇒ Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.</p>	<ul style="list-style-type: none"> - Implementation of relationship building community circles - Implementing Mindfulness Curriculum - Provide instructional options for students: Blended Learning and Distance Models - Provide instructional time options: Morning and afternoon Cohorts - Provide support systems for students experiencing difficulties navigating the new system.
<i>All students benefit from culturally responsive and sustaining instruction.</i>	
Recommended	
⇒ Invest in professional learning for all staff in culturally responsive-sustaining instruction, anti-bias and anti-racist teaching, and trauma-	<ul style="list-style-type: none"> - Staff book study of "So You Want to Talk About Race"

informed, healing processes. Raise staff awareness of how racism and stigmatization have increased, particularly toward Asian and Asian American communities, and develop capacity to speak up against racism and xenophobia (see Culturally Sustaining Pedagogies; We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be; How to Respond to Coronavirus Racism; Culturally Responsive Teaching and the Brain).

⇒ Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.

⇒ Invite multiple voices representing non-dominant perspectives to contribute to the curriculum (through story, song, poetry, text, artifacts, or presentation) in ways that honor student identity, history and culture.

⇒ Create learning opportunities that address white privilege and the dismantling of white supremacy. Health for all students requires deepening dominant groups' equity consciousness.

⇒ Prioritize supporting and retaining educators from culturally and linguistically diverse backgrounds; specifically educators who identify as Black, Indigenous,

- Project- based learning with implementation of inquiry strategies to engage student driven learning opportunities
- Implementation of Tribal History/Shared History Curriculum

4b. DECISION MAKING THAT CENTERS EQUITY

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
Recommended	
<p>As part of the need to infuse equity throughout all decision-making and school-planning processes, ODE has developed decision tools designed to support teachers, school, and district leaders as they navigate hundreds of decisions and dilemmas that have implications for communities, families, and students.</p> <p>The decision tool includes three connected resources:</p> <ul style="list-style-type: none"> ● The “Decision Tree” offers an inventory of starting conditions and five questions to support leaders when making complex decisions. It can help leaders spot patterns or gaps in their thought processes or point them to the use of the other two decision tools. ● The collection of “Deepening Questions” offers leaders prompts to reveal what may be underneath core decision-making challenges. ● The “Consultancy Protocol” is adapted from the School Reform Initiative and provides leaders a resource to work through the most difficult design dilemmas. 	<p>Decision making process has been led by input from staff, students, and families to design learning opportunities that meet the needs of all . This feedback has guided professional development with our LMS, Canvas; providing technology for all students and offering a hybrid instructional model for the upcoming school year.</p>



5. Instruction-

How districts plan for instruction is critical given the unstable learning opportunities for students in spring of 2020. Planning for ways to maximize learning for the 2020-21 school year will be essential. This section provides high level guidance on design features for instruction.

5a. INSTRUCTIONAL TIME

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<p>Instructional time is defined in OAR 581-022-0102 as:</p> <ul style="list-style-type: none"> ● Time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content 	<p>Students will be scheduled according to preference in either morning or afternoon cohorts. Classes will be 60 minutes long with additional time for clean-up and meals.</p>

standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

• Instructional time shall include:

o Time that a student spends traveling between the student’s school and a CTE center, internship, work experience site, or post-secondary education facility;

o Time that a student spends in statewide performance assessments; and

o Up to 15 minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

• Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

- Block cohorts:

* Monday and Wednesday - Blocks 1&2
Morning and Afternoon options

* Tuesday and Thursday – Block 3 & 4
Morning and Afternoon options

Instructional Days: M-Th

8:00 – 9:00 Teacher Prep and Virtual Office time

9:00—9:15 Student Check-In (all 3 entrances)

9:15-9:30 Breakfast and Skillz Curriculum (This is the student’s 1st or 3rd block class)

9:30 -10:35 Block 1 or Block 3

10:40 -11:45 Block 2 or 4

11:45-12:00 Lunch to be served in Block 2 or Block 4 Classroom

12:05 Dismissal/Clean-up

Break for Staff (custodial Transitional Cleaning)

12:40-12:55 Student Check-In (all 3 entrances)

12:55-1:10 Lunch and Skillz Curriculum (this will be in the student’s 1st and 3rd block class)

1:10-2:15 Block 1 or 3

2:20 -3:25 Block 2 and 4

3:30-4:00 Teacher Virtual Office time

*All classes will be held in person *and* on Teams for students who choose the online learning model. Attendance in virtual class meetings on Teams will be taken, and it is expected that students log in regularly. Teams meetings will also be recorded and posted online to access later.

Instructional Day: Friday

8:00-9:00 Teacher Prep and Professional Development

9:00 – 11:30-- Distance Learning Check-In or Individual Labs for Classes*

11:30-1:00 Teacher Grading and Lunch

1:00-3:30: Distance Learning Check-In or Individual Labs for Classes*, Club Activities

Non-Direct Instructional Times: Monday-Friday

Students will work 1 hour per day per class on non-instructional days.

For instance: Students will work 1 additional hour per day for Blocks 1 and 2 on Tuesdays, Thursdays and Fridays at home or in lab times.

Students will work 1 additional hour per day for Blocks 3 and 4 on Monday, Wednesday and Fridays at home in lab times.

*Teachers will choose to have their Distance Learning Check-ins in the morning or in the afternoon.

*Teams meetings will have required student attendance

ODE also recognizes that districts may be operating under different instructional models (On-Site, Hybrid, Comprehensive Distance Learning) during the 2020-21 school year. Further guidance and possible OAR changes will be required to calculate instructional time. ODE will work with partners to provide further guidance. ODE will also pursue State Board of Education action and OAR revision where needed to address the need for flexibility and clarification.

Students will be scheduled according to preference in either morning or afternoon cohorts. Classes will be 60 minutes long with additional time for clean-up and meals.

Block cohorts:

5b. INSTRUCTIONAL MODELS

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
Required	

<p>□ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).</p> <p>□ Provide access to nutrition/meal service for all eligible students, including students not on-site.</p> <p>□ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.</p> <ul style="list-style-type: none"> • Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. 	<ul style="list-style-type: none"> - Plans and practices have been designed to ensure student engagement and participation with frequent virtual check-ins scheduled - Mental, social and emotional health will be supported in the classroom through community building and restorative circles, and community will be built through the use of stable cohorts - Meal service will be provided for all students with breakfast, lunch, and dinner meal boxes provided. Students that are not on site, will be provided meal services by either delivery or pick-up. - High risk students and those excluded due to health concerns or desire to remain home will be met with an online distance learning model that is supplemented by synchronous video conferencing (Teams meetings) as well as paper packets and materials upon request
<p>Recommended</p> <p>⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary.</p> <p>⇒ To the extent possible, maximize synchronous learning opportunities.</p> <p>⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning.</p> <p>⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).</p>	<ul style="list-style-type: none"> - All students will be provided with a school laptop for use both at school and at home - Synchronous learning will occur in all classes with recorded classes also being accessible on Canvas - In instances of limited internet connectivity, students will be served with paper packets of the same material that is offered online. Classes may also be recorded and shown on the local television station for students to watch from home - A short-term plan for total distance learning has already been developed and is in place with plans to train students and families how to better distance learn should the need arise

5c. INSTRUCTIONAL SCHEDULE AND ACADEMIC CALENDAR

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<p>Recommended</p> <p>⇒ Consider an intersessional calendar to provide flexibility and address learning loss and allow for longer breaks dispersed throughout the year.</p> <p>⇒ If financially feasible, consider adding more school days to the academic calendar to increase instructional opportunities.</p> <p>⇒ When operating a hybrid model coordinate calendars for alignment between elementary, middle and high school to the extent possible.</p> <p>⇒ Engage staff, students, and community for input around any significant adjustments to the school calendar.</p>	<p>Please see attached Academic Calendar : Appendix C</p> <p>Please refer to instructional time in 5a</p>
<p>Secondary (Middle and High) School Instructional Schedules</p>	
<p>Recommended</p> <p>⇒ Design schedules that prioritize meeting the needs of students experiencing disabilities, students who qualify for English Language Development services, and for students identified as Talented and Gifted.</p> <p>⇒ Design schedules that prioritize the needs of students who need credits to meet graduation requirements.</p> <p>⇒ Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers.</p> <p>⇒ Consider designing schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, CTE, etc., where appropriate safety considerations can be maintained.</p>	<ul style="list-style-type: none"> - Schedules have been designed to provide well rounded learning opportunities to include electives - Electives and lunch have been scheduled with limited numbers at a time, and with food being served in classrooms to keep students with stable cohorts - Students will only have arrival, one passing period and dismissal each day to limit interaction

<p>⇒ Schedule electives and lunches to maintain or reduce cohort groups to the extent possible (see section 1d).</p> <p>⇒ Limit passing periods to the extent possible. If passing periods are needed, consider staggering them by cohort or extending the time for these periods to provide additional capacity for physical distancing for On-Site or Hybrid instructional models.</p> <p>⇒ Consider staggering bell schedules by cohort to minimize interactions between cohort groups for On-Site or Hybrid instructional models.</p>	
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5d. INSTRUCTIONAL CONSIDERATIONS

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<u>Recommended on Curriculum and Instruction</u>	
<p>⇒ Prioritize the most essential standards.</p> <p>⇒ Establish clearly stated learning goals and outcomes based on grade-level Oregon State Standards.</p> <p>⇒ Integrate culturally sustaining quality instructional strategies and materials (e.g., Tribal History/Shared History).</p> <p>⇒ Design curricular experiences that utilize authentic and deeper learning experiences to engage students. Provide opportunities for students to meet the standards in non-traditional ways such as through student-driven projects that honor student identity and context.</p> <p>⇒ Implement opportunities for students to earn credit by proficiency.</p> <p>⇒ Design experiences using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants.</p>	<ul style="list-style-type: none"> - Power standards will be prioritized to ensure essential and engaging learning: <ul style="list-style-type: none"> a. All power standards will be identified on curriculum maps based on course requirements. b. These curriculum maps will be given to students at the beginning of each course. - Learning goals will be well defined and aligned to power standards - Integration of cultural materials - Opportunities for credit by proficiency in place
<u>Recommended on Assessment</u>	
<p>⇒ Use assessment to celebrate student strengths, identify needs, document learning as it progresses, and verify student performance in comparison to levels of expectation or proficiency. ⇒ Implement assessments that are embedded in instructional practices to identify progression towards grade-level content knowledge and skills that need attention.</p> <p>⇒ Collect varied evidence of learning related to student strengths and interests. Provide multiple ways for students to show what they know.</p> <p>⇒ Prioritize descriptive feedback that provides students with actionable next steps.</p> <p>⇒ Evaluate goals and objectives based on progress markers for students supported through an IEP or 504 Plan.</p>	<ul style="list-style-type: none"> - Varied evidence of learning will be collected and accepted

5e. SAFEGUARDING STUDENT OPPORTUNITY CLAUSE

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<u>Required</u>	
<p><input type="checkbox"/> Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.</p> <p><input type="checkbox"/> Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities.</p>	<ul style="list-style-type: none"> - Systems in place to serve students in either blended learning or in comprehensive distance learning - Progress and promotion are being honored without limitation based on the spring 2020 closure - Credit-Earning Assurance Plan has been developed with students being held to the same standards as originally expected during the spring 2020 closure – each student’s plan will be individualized to meet their needs

- Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019-20 school year).
- Develop a [Credit-Earning Assurance Plan](#) with students and families by the end of September 2020, for any student who has received “Incomplete(s)” (or local equivalent) during the final term of the 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or projectbased learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.
- Hold students who received an “Incomplete” (or local equivalent) during the final term of the 2019-20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.

5f. INSTRUCTIONAL ACTIVITIES WITH A HIGHER RISK FOR DISEASE SPREAD

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
Opportunities to engage students in a well-rounded education often requires hands-on, interactive and physical activities (e.g., laboratory activities, band, choir, theater, career and technical education (CTE), physical education). As such, these activities may put students and staff at a higher risk for COVID-19 spread and may require modifications or specific health and safety protocols to protect staff and students.	Staff and students will be given tools to engage in hands-on learning opportunities through socially distancing activities.
Required	
<ul style="list-style-type: none"> <input type="checkbox"/> For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made. <input type="checkbox"/> Follow Instrument Cleaning Guidelines for any music course where instruments are used. 	<ul style="list-style-type: none"> - Cleaning protocols are in place for high risk courses and learning experiences and are outlined in the cleaning protocols (Found in Appendix A) - Each student will be issued an instrument and only play that one. - No shared instruments. - No instruments with mouth pieces – all hand-held
Recommended	
<ul style="list-style-type: none"> ⇒ Use markings on the floor and/or a student workstation to reinforce physical distance requirements. ⇒ Host class or portions of a class outside to increase physical distancing. ⇒ Develop safe alternatives or substitutes for live performances, science labs, CTE performance assessments, etc. 	<ul style="list-style-type: none"> - Floors will be marked to designate social distancing - When possible, class will be held outside - Live performances will move to an online platform



6. Family and Community Engagement-

6a. PARTNERSHIP IN PLANNING

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> All Districts receiving Title Grant Awards of any kind, not solely Title XI, are required to consult with tribal organizations. • IN GENERAL.—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials 	Chris Lopez – Chris.lopez@klamathtribes.com Margaret (Sally) Brandt – Education and Employment- Sally.brandt@klamathtribes.com Julie Bettles – Education and Employment-

from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)

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Recommended

- ⇒ Collaborate with students, families, community-based organizations, tribes (see Tribal Consultation), and other partners in planning.
- ⇒ Engage early in the process, build a collaborative partnership for moving forward, and plan for additional engagement opportunities to support the iterative development.
- ⇒ Elevate student voice in designing the educational spaces/experiences; inform decisions based on their voices and expertise as people very intimately involved in and familiar with the education process.
- ⇒ Consider developing consultation and/or engagement processes, or leveraging community voice from other recent processes (Distance Learning for All Family Engagement, Distance Learning for All Community-Based Organization Engagement, the Student Investment Account (SIA) Planning Process, the Student Success Community Engagement toolkit).
- ⇒ Use input to make equity-based decisions that prioritize recovery for those most impacted by the COVID-19 pandemic and the spring 2020 school closure (consider using the decision tool to help refine difficult decisions).
- ⇒ Coordinate with agencies providing food and financial assistance, public benefits, physical and mental health care, etc. so schools can provide information about how to access these resources.
- ⇒ Engage families in contributing to an inclusive school climate, including student belonging, student engagement, supportive relationships, wellbeing, and addressing racism, xenophobia, sexual harassment, and other forms of bullying and harassment.
- ⇒ Tribal Consultation: The American Indian/Alaska Native (AI/AN) population is about 1.4% of the total population in Oregon. The AI/AN population in Oregon has been disproportionately impacted by COVID-19. This includes the nine federally recognized tribes in Oregon and other tribal nations with whom American Indian/Alaska Native youth and communities identify. Tribes are geographically dispersed, and may need time to convene and engage in district and school equity work. Many tribes have Education Departments and a director who can connect the district to its parents and community members. Information on the tribes including contact information is available on the Oregon Tribal webpage. Tribes are sovereign governments. Sovereignty describes the inherent right of Native Americans Nations to exercise self-governance. In Oregon, tribes interact independently in government to government relationships with other tribes, the federal government, states, and counties. Tribes also interact with districts, cities, municipalities, businesses, non-profits, higher education institutions, and other non-governmental organizations. While not all tribes choose to exercise all powers as a sovereign government, the right to self-govern is inherent to tribes. 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.

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<p>Required</p> <ul style="list-style-type: none"> ❑ Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet). ❑ Communicate the Operational Blueprint for Reentry and instructional model (On-Site, Hybrid, Comprehensive Distance Learning). • Post to school and district website, or ESD website if there is no school or district website. • Send notification to all families before the start of school. 	<ul style="list-style-type: none"> - Plan for reentry to be communicated to families by August 15th - Operational Blueprint will be accessible to families and posted to website and updated upon completion and full acceptance
<p>Recommended</p> <ul style="list-style-type: none"> ⇒ Present the Operational Blueprint for Reentry at an open virtual and/or televised meeting, with the opportunity for two-way communication. ⇒ Develop a district-wide communication strategy to reach all families. • Develop a user-friendly, multilingual website for families to receive up-to-date information, engage with educational resources, and request support. • Make communications and resources available for families without internet access. • Leverage community wrap-around services, including partnerships with local civil rights organizations, faith-based organizations, non-profits, and relevant media outlets, so information reaches every population. ⇒ Stay in close communication with students and families. • Establish common, district-wide systems for communicating with every student and family (via email, phone, or text message) in the family's primary language; connect students and families with school and community supports and services when needed. • Discuss student progress with students and families on a regular basis; prioritize family outreach for students who are not yet demonstrating progress or engagement. 	<ul style="list-style-type: none"> • August informational meetings for parents and students about Operational Blueprint. • Update Website to include communication portals and educational resources. • Provide internet capabilities to those families that do not have internet access. • Provide additional engagement strategies for students that are remote and cannot access internet connectivity. • Develop school wide system for consistent communication with families based on parental and student requested communication method



7. Mental, Social, and Emotional Health-

Mental health encompasses social, emotional, cognitive, and behavioral health, and is centered within a continuum of care that provides for the safety, security, and social connection needs of students, families, and school staff. Mental health is grounded in four, interconnected pillars of practice: trauma-informed care, social emotional learning, racial equity, and strengths-focused, evidence-based or field-tested prevention and intervention programs. It is important to recognize that COVID-19 impacts staff and students differently based on race, age, culture, and/or role. Attending to the wellbeing of staff and students is a necessary prerequisite when planning instruction for the 2020-21 school year.

7a. PLANNING

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<p>Required</p> <ul style="list-style-type: none"> ❑ Mobilize crisis response team to address mental, social and emotional health including suicide, grief and trauma, child abuse, substance use, and youth trafficking within the current context; familiarize staff with Lines for Life remote suicide risk assessment and 	<ul style="list-style-type: none"> • Inform staff of Crisis response procedures. • Make numbers and resources available to staff, students and families.

safety planning services for schools (503- 575-3760), and OHA’s Telehealth Tips for Clients with Suicide Risk.	
Recommended	
<p>⇒ Engage mental health professionals and other staff with specialized training in decision-making regarding student mental health service and support delivery and needs.</p> <p>⇒ Check on the well-being of staff regularly, especially those disproportionately impacted by COVID19. Teachers are likely to be experiencing increased stress as they consider returning to the school building, implementing new procedures, and increased uncertainty about shifting instructional models.</p> <p>⇒ Engage in frequent contact with students previously identified as requiring mental and emotional support, or known to have significant life challenges.</p>	<ul style="list-style-type: none"> • Continue relationship with in-house counseling for students. • Continue referral process for students with residential counselor

7b. RESOURCES AND STRATEGIES

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
Required	
<p><input type="checkbox"/> Where available, make contact information or a list of contacts of school and community-based mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.</p>	<p>Provide contact numbers and resources:</p> <ul style="list-style-type: none"> • On school website • In front office • On School bulletin Boards • Provide information at August Blueprint roll-out meetings
Recommended	
<p>⇒ Provide opportunities for skill-building in areas including social emotional learning (SEL), stress reduction, and trauma-sensitive and culturally- and linguistically-responsive practices.</p> <p>⇒ Make mental health resources accessible; emphasize strengths-based, resilience-focused offerings. Include culturally-specific resources.</p> <p>⇒ Establish partnerships with local agencies and community-based organizations to provide additional services.</p> <p>⇒ Strengthen telemental health offerings.</p> <p>⇒ Establish a safe environment and partner with staff, students, and parents to identify and address bullying (including cyberbullying) and harassment.</p> <p>⇒ Incorporate SEL Curriculum at all grade levels and in all instructional models.</p>	



8. Staffing and Personnel

8a. SUPPORTS

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
Required	

<input type="checkbox"/> Support school personnel who meet criteria for high-risk populations (see section 1b). <input type="checkbox"/> Develop protocols for communicating possible COVID-19 exposure to staff.	<ul style="list-style-type: none"> - School personnel will be supported if they are high-risk – protocols listed in handbook - Staff will be notified of possible exposure immediately and via multiple methods, including email, text and in person if applicable
Recommended	
<p>⇒ Coordinate with internal supports and/or local organizations to provide for staff members’ social and emotional well-being.</p> <p>⇒ Properly communicate leave notification requirements in federal and state laws to staff members.</p> <p>⇒ Develop and review a return-to-work protocol; develop a plan to protect the safety and well-being of all staff, including physical distancing and isolation protocols (see section 1).</p>	<ul style="list-style-type: none"> - All leave notification requirements will be communicated with staff at in service training in August and updated in meetings as well as in the policies and procedures

8b. PUBLIC HEALTH TRAINING

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
Required	
<input type="checkbox"/> Review the Operational Blueprint for Reentry with all staff. <input type="checkbox"/> Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry. <ul style="list-style-type: none"> • Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements. • Train all staff on how to access ODE/OHA updates and review requirements. • Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions. • Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis. 	<ul style="list-style-type: none"> - Staff training to be given during in service in August to go over updated protocols, policies, and guidelines - Ongoing staff trainings will occur every Friday - Staff will be directed to ODE/OHA updates
<input type="checkbox"/> Review the Operational Blueprint for Reentry with all staff.	<ul style="list-style-type: none"> - Blueprint to be reviewed with all staff at all staff in service in August

8c. PROFESSIONAL LEARNING

OHA/ODE Requirements/Recommendations	Hybrid/Onsite Plan
<p>Recommended Provide opportunities for coaches, mentors, and administrators to expand or refine skills in supporting staff in Hybrid and Comprehensive Distance Learning environments. Leverage the expertise of early adopters and nurture teacher leadership opportunities to lead professional learning.</p> <p>⇒ Include professional learning that supports social emotional learning and trauma-informed care practices that are culturally responsive and sustaining.</p> <p>⇒ Offer opportunities for professional learning on creating an inclusive, caring, and supportive school culture with particular attention to discussing strategies to address anti-Asian discrimination and bias against students/staff who have had COVID-19.</p> <p>⇒ Provide educators with training and support to deliver high-quality online instruction (technical and adaptive aspect) while building long-term capacity for online instruction as a primary or supplemental instructional tool.</p>	<p>All learning opportunities will be provided in August during in service as well as ongoing throughout the year as needs are identified</p>

⇒ Support educators in adapting lessons and differentiating instruction in virtual environments; accessing instructional materials and technology; and using online platforms to connect with students, including built-in accommodations and features that increase accessibility.	
⇒ Provide opportunities for coaches, mentors, and administrators to expand or refine skills in supporting staff in Hybrid and Comprehensive Distance Learning environments. Leverage the expertise of early adopters and nurture teacher leadership opportunities to lead professional learning.	- Professional learning opportunities will be provided in August during in service as well as ongoing throughout the year as needs are identified

Assurance Compliance and Timeline

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

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

Appendices

Appendix A:

Custodial Responsibilities and Cleaning Protocols

Hourly

1. Clean Bathrooms every two hours with Alpha HP
 - a. Toilets
 - b. Sinks
 - c. Stall doors and handle
 - d. Door plates (upper)
 - e. Restock Supplies
 - f. Ensure there is soap
 - g. Hand Sanitizer at exit
2. Water Fountains
 - a. Wipe down spickets and drain

In Between Classes and Student Entry/Exit

1. Sanitize all outside door handles
2. Sanitize high traffic areas (counter in front of office, all surfaces along the hallway, etc)
3. Mist All Entry ways with Alpha Hp
4. Mist all Hand Sanitizer units

Daily

1. Sweep and Clean all floors
2. Spray all stationary computers with Alpha HP
3. Check all Hand Sanitizer Levels
4. Empty Trashes

Classroom Protocols for Cleaning

All classroom will have cleaning stations that will contain:

1. Alpha HP Spray Bottles (at least 4)
2. Paper towels
3. Cloth Towels
4. Cloth Towels disposal can

Teacher Responsibilities

1. Clean every classroom at the end of each class (last 5-10 minutes)
 - a. Sanitize all tables
 - b. Sanitize all chairs
 - c. Sanitize all inside door handles
 - d. Sanitize all counters, sinks/handles and common surfaces (whiteboard, smart board, etc.)
 - e. Sanitize all common supplies (ie: markers, scissors, whiteboard supplies, etc.)

- f. Sanitize all computers used – laptops and desktops – teacher and student

Lab Spaces Protocols

Lab spaces will be in the following locations:

- a. Cafeteria
- b. SPED classroom

The last 5-10 minutes of class time will be used to clean and disinfect the lab space area with the same expectations as the classrooms.

- a. Sanitize all tables
- b. Sanitize all chairs
- c. Sanitize all inside door handles
- d. Sanitize all counters, sinks/handles and common surfaces (whiteboard, smart board, etc.)
- e. Sanitize all common supplies (ie: markers, scissors, whiteboard supplies, etc.)
- f. Sanitize all computers used – laptops and desktops – teacher and student

Appendix B:

Directions for Drop-Off and Pick-Up

Drop-Off

If arriving by personal vehicle:

1. Arrive no more than 15 minutes before school starts
2. Drop off at the appropriate Entrance (assigned in procedure for entry)
3. Front Entrance
 - a. Enter through the front parking lot on Commercial and exit onto 7th
4. Rear Entrance
 - a. Enter through the rear parking lot on 7th and exit onto 8th
 - i. Drive forward to the rear entrance (not cafeteria)
5. Cafeteria Entrance
 - a. Enter near cafeteria on 7th and exit onto 8th
 - i. Drop off at cafeteria door
6. Music and Construction Entrances
 - a. Drop off on Commercial

If arriving by Public Transportation or Walking

1. Arrive no more than 15 minutes before school starts
2. Wait at the appropriate Entrance (assigned in procedure for entry)
 - a. Socially Distanced from other students
3. Music and Construction Entrances
 - a. Wait at the appropriate Entrance (assigned in procedure for entry)
 - b. Socially Distanced from other students

Pick-Up

If leaving by personal vehicle:

1. Arrive to pick-up student no more than 15 minutes before the end of school
2. Pick-up at the appropriate exit (assigned in procedure for exit)
3. Front Entrance
 - a. Enter through the front parking lot on Commercial and exit onto 7th
4. Rear Entrance
 - a. Enter through the rear parking lot on 7th and exit onto 8th
 - i. Drive forward to the rear entrance (not cafeteria) to pick-up student
5. Cafeteria Entrance
 - a. Enter near cafeteria on 7th and exit onto 8th
 - i. Pick-up at cafeteria door
6. Music and Construction Entrances
 - a. Pick-up on Commercial

If leaving to ride Public Transportation or Walking

1. Leave out the assigned door (by teacher)
2. Proceed to destination
3. Socializing on school grounds will not be permitted

Appendix C:

Academic Calendar

EagleRidge High School 2020-2021 Academic Calendar

August 2021					September 2020					October 2020				
						1	2	3	4				1	2
3	4	5	6	7	7	8	9	10	11	5	6	7	8	9
10	11	12	13	14	14	15	16	17	18	12	13	14	15	16
17	18	19	20	21	21	22	23	24	25	19	20	21	22	23
24	25	26	27	28	28	29	30			26	27	28	29	30
31														

November 2020					December 2020					January 2021				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
2	3	4	5	6		1	2	3	4					1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
30					28	29	30	31		25	26	27	28	29

February 2021					March 2021					April 2021				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
1	2	3	4	5	1	2	3	4	5				1	2
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30

May 2021					June 2021					July 2021				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30

Innovate EHS	August 31 - Sept 17
1st Trimester	September 21 - December 17
2nd Trimester	January 4 - March 18
3rd Trimester	March 29 - June 10
Teacher Inservice Days (No Students)	
August 17-20 New Teacher Inservice/Teacher PD	Feb 12 Grading and PD
August 24-27 Teacher In Service & PD	March 19 Grading and PD
Sept 18 Grading and PD	May 7 Grading PD
Oct 30 Grading and PD	May 14 Professional Development/Retreat
Dec 18 Grading PD	June 11 Grading/ Last Day for Teachers.
Holidays (No School for Students or Teachers)	
Sept 7 Labor Day	Jan 18 Martin Luther King Holiday
November 11 Veteran's Day	Feb 15 President's Day
Nov 23-27 Thanksgiving Break	March 22-26 Spring Break
December 21- Jan 1 Christmas Break	May 31 Memorial Day
Registration Days: Aug 25th 9-4 Aug 26th 9-6	
Picture Day: Sept 21 Picture Retakes: Oct 19	
Open House/Conference Sept 17th, Nov 4th, May 5th	
Phone Conferences: Sept 30, Oct 21, Dec 9, Jan 13, March 3, April 7, May 26	
Senior Presentations: May 18-20	
Finals: Dec 16-17, March 17-18, June 3-4	
Seniors Last Day: June 4	
Graduation: June 6	
Grade Level Presentations: June 7-9	
June 10: Year End Celebration & Last Day of School	
2020/2021 "No Bell Schedule" for Hybrid Learning Model	
Mon. Tues, Wed, Thurs	Friday
9:00-9:15 Student Check In	8:00-9:00 Teacher Prep and PD
9:15-9:30 Breakfast and Skillz	9:00 - 11:30 Distance Learning Check-In or Labs
9:30-10:35 M/W Block 1 T/TH Block 3	11:30-1:00 Teacher Grading and Lunch
10:40-11:45 M/W Block 2 T/TH Block 4	1:00-3:30 Distance Learning Check-In or Labs
11:45-12:00 Lunch in Classrooms	
12:05 Dismissal	
12:40-12:55 Student Check in	
12:55-1:10 Lunch and Skillz Curriculum	
1:10 - 2:15 M/W Block 1 T/TH Block 3	
2:20 - 3:25 M/W Block 2 T/TH Block 4	
3:25 Dismissal	

Appendix D:

Klamath County Public Health COVID-19 algorithm for contacting educational institutions

June 23, 2020

