



OREGON  
DEPARTMENT OF  
EDUCATION



*Oregon achieves . . . together!*

## **Alberta Rider Elementary School**

### **OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Updated 2/11/2021

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. 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,<sup>3</sup> 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	Alberta Rider Elementary School
Key Contact Person for this Plan	Rory Moore
Phone Number of this Person	503-431-4908
Email Address of this Person	rmoore@ttsd.k12.or.us
Sectors and position titles of those who informed the plan	<p>School Teams:  <a href="#">RSSL Planning Teams</a></p> <p>Dr. Sue Rieke-Smith, Superintendent            Dr. Lisa McCall, Associate Superintendent            Todd Robson, Director of Teaching and Learning            Carol Kinch, Director of Student Services            David Moore, Director of Business            Darin Barnard, Director of Operations            Traci Rose, Director of Community Relations            Amber Fields, Director of Secondary Programs            Zinnia Un, Director of Equity and Inclusion            Debbie Ebert, Director of Human Resources            Susan Barnard, Director of Technology</p>

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

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

<sup>3</sup> 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.

	Geoff Smoke, Director of Transportation Diane Wylie, Director of Food Service <b>Public Health Team-</b> Nurses, Physical Therapist, Special Education, Operations, & Human Resources
Local public health office(s) or officers(s)	Sam Schafer, Washington County Public Health  Kirsten Ingersoll, Clackamas County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Rory Moore
Intended Effective Dates for this Plan	September 14 <sup>th</sup> , 2020
ESD Region	Northwest Regional ESD

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

District-wide Community Engagement Meetings:

- General Sessions: July 21, July 28, August 4
- By Levels: Elementary, Middle, and High Schools

Family Affinity Connection Series:

- Latin/o/a/x, Hispanic, and Chicano Families, Thursday, July 30, ongoing
- Families of Black Students, Monday August 3, ongoing
- Asian & Pacific Islander families, Thursday, August 6, ongoing
- Indigenous and Tribal Families, August 7, ongoing
- LGBTQSIA+ Families, August 12, ongoing
- Two-way Immersion (TWI) Families, August TBD, ongoing
- Students with Disabilities August 4, 11, and 18, ongoing
- Families of students receiving TAG services
- Families of students receiving ELD services

Additional sessions and community information communicated through [www.ttsdschools.org](http://www.ttsdschools.org).

Levels Community Engagement Meetings:

- Elementary: August 11th
- Middle School: August 12th
- High School: August 13th

School Community Engagement Meetings:

- August 24th-31st

3. Indicate which instructional model will be used.

Select One:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

**Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.**

In accordance with the *Ready Schools, Safe Learners: Community COVID-19 Metrics (RSSL)* announced by Governor Brown on July 28, 2020 and to ensure the health and safety of students and staff with the current COVID-19 rates, TTSD will be starting the school year in Comprehensive Distance Learning (CDL) for at least nine weeks beginning Sept. 14th, 2020. When it is deemed safe to return to school in accordance with the [RSSL Community Metrics](#), established by the Oregon Health Authority (OHA) and Oregon Department of Education (ODE), TTSD students and staff will be in a Hybrid model.

**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.**

At this time, no waivers are necessary as it relates to the Comprehensive Distance Learning Guide.

**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.**

Our target start date for in-person hybrid instruction is March 29th for kinder and first grade students, with 2nd-5th grade students returning a week later on Monday, April 5th. This plan assumes that we'll continue to meet the COVID-19 metrics (defined in section 0b of *Ready Schools, Safe Learners*) required rate for reopening. When Alberta Rider moves into a Hybrid model, students will be onsite in stable cohorts for in-person instruction for 4 half days per week. TTSD will also monitor learning needs to make determinations and prioritizations for limited in-person instruction, based on allowable exceptions defined in section 0b. We will also continue to provide a CDL option to all students and families who want it.

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



# 1. Public Health Protocols

## 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>.               <ul style="list-style-type: none"> <li>• 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:               <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> </ul>	<p>The Tigard Tualatin School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. This information was used to create a specific <a href="#">Communicable Disease Management Plan- COVID-19</a>. The District will comply with any of the Governor's Executive Orders that are in effect and will be updated in the <a href="#">COVID Response Protocol</a>. This protocol will provide clear guidance on how to respond when a positive case is confirmed. We recognize that this plan will remain fluid as the Governor's Orders, Center for Disease Control (CDC) and Local Public Health Authority (LPHA) recommendations change. The plan was developed by the Tigard Tualatin School District (TTSD) public health team in consultation with our LPHA, Washington County Public Health. This team includes representatives from health services, human resources, communication, operations and students services departments and meets regularly to up-date the communicable disease plan.</p> <p>The plan provides specific measures to reduce the spread of COVID 19: 1) Physical Distancing, 2) Hand, Cough and Sneeze Hygiene, 3) Cohorting, 4) Cleaning &amp; Disinfecting, 5) Airflow and Ventilation 6) Universal Mask requirements, and 6) Clear Communication.</p> <p>Each school will convene a local public health team who will meet regularly to ensure all prevention measures are in place and operating smoothly. The team could be the school's "safety team." Each school will have a primary and secondary designated person that will monitor the adherence to these prevention measures. (See names above).</p> <p>With support from the district, schools will provide detailed training prior to any in-person work in a school building. Examples of training include: screening protocols, hand washing, and exclusionary requirements.</p> <p>The TTSD School District also follows School Board Policies <a href="#">GBEB</a>, <a href="#">JHCC</a> and <a href="#">GBEB-AR/JHCC-AR</a> Administrative Rules as well as <a href="#">Health and Safety Guidelines for Childcare and Early Learning Programs</a>.</p> <p><a href="#">COVID Response Protocol</a> is a protocol that will provide clear guidance on how to respond when a positive case is confirmed or a cluster of cases. The district will have a COVID Response Team that will process each situation and provide schools, staff and families with clear direction. This team will also be responsible for consultation with Washington County Public Health.</p> <p><b>Screening/Isolation:</b> Visual and interview screening of all students and staff is outlined in the <a href="#">Communicable Disease Plan</a>. Staff will be trained and supported using guidelines on how to screen and how to respond if someone is symptomatic. If a student presents symptoms related to COVID they will be required to stay in an isolation room with trained staff members until they can safely go home or be released to a parent or guardian. If staff present with symptoms related to COVID they will be required to safely go home.</p> <p><b>DETAILS Below</b></p> <p><b>Contact Tracing:</b> Each cohort will have a contract tracing log in their room and/or bus. Every person that enters that room/bus will write</p>

<ul style="list-style-type: none"> <li>☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</li> <li>☒ 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.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</li> </ul>	<p>down their name, contact information and time in and out. The logs will be kept for each student/cohort in the main office. The Head Secretary will maintain the contact tracing logs indefinitely, at this time.</p> <p><b>All itinerant and all district staff</b> (maintenance, administrative, delivery, nutrition, and any other staff) will sign in and be screened at the front office. We will have each staff member maintain an <a href="#">Itinerant Self Screening and Contact Tracing Log</a> of their time in each building and who they had contact with.</p> <p><b>Prior to employees returning to school buildings, principals will:</b></p> <ol style="list-style-type: none"> <li>1. Convene a public health team that includes the district nurse (can be a safety team).</li> <li>2. Set up screening procedures for staff (check in sheet provided).</li> <li>3. Review Communicable Disease Plan and Human Resources Frequently Asked Questions with staff.</li> <li>4. With district support, provide training on safety protocols (i.e. masks, physical distancing, disinfecting) and expectations (i.e. stay home when sick).</li> </ol> <p><b>Prior to the return on in-person instruction, principals will:</b></p> <ol style="list-style-type: none"> <li>1. Set up a local school public health team that includes the district nurse, Head Custodian and Head Secretary (could be your safety team).</li> <li>2. Review important parts of this document.</li> <li>3. Plan systems and routines for daily screening, handwashing, recess, lunch, and cohort reporting (see below).</li> <li>4. Identify an isolation room with the nurse. <a href="#">Isolation Room Needs Checklist</a></li> <li>5. Identify staff needed to conduct daily screenings and designate health room staff, <a href="#">Isolation Room Staff Training Needs</a>.</li> <li>6. With district level support, plan to train staff on public health procedures and expectations when sick (or exposed). District will provide training modules for common health protocols. <a href="#">COVID Training Slidedeck</a></li> <li>7. PBIS teams should be prepared to teach lessons on common routines needed to maintain health and safety. Contact Lindsey Pratt if you need assistance.</li> </ol>
--	--

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:             <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> </li> </ul>	<p>All students will be served through either a Hybrid or Comprehensive Distance Learning model.</p> <p><b>Medically Fragile, Complex and Nursing Dependent Students</b></p> <ul style="list-style-type: none"> <li>● District nurses will work with families and their healthcare providers to determine the best option for any student who is medically fragile, complex or nursing dependent.</li> <li>● Students who are Medically Fragile, Complex and Nursing Dependent will have the option of enrolling in comprehensive distance learning instruction with regular check-ins.</li> <li>● Students who experience disability who have IEPs or 504s will be provided Free and Appropriate Public Education per their individual plans. When applicable, a students' 504 or IEP team will modify a plan to address health care needs.</li> <li>● When applicable, health plans will be up-dated and/modified to address current health care considerations.</li> <li>● Students with language services will continue to receive English to Speakers of Other Languages (ESOL).</li> </ul>

- ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
  - Communicate with parents and health care providers to determine return to school status and current needs of the student.
  - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
  - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
  - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
  - Service provision should consider health and safety as well as legal standards.
  - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
  - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
  - High-risk individuals may meet criteria for exclusion during a local health crisis.
  - Refer to updated state and national guidance and resources such as:
    - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
    - ODE guidance updates for Special Education. Example from March 11, 2020.
    - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
    - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

**Prior to the return on in-person instruction, principals will:**

- **Make sure the school nurse has a copy of all students who will be attending school in person.**
- **Nurses will coordinate health protocols and training for specific students.**

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</li> <li>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<p>Each school will arrange the environment, establish routines and provide visual cues to promote physical distancing.</p> <ul style="list-style-type: none"> <li>● Where possible, limit extra furniture to make more room.</li> <li>● Remove fabric-covered furniture when possible.</li> <li>● Assign seating to maximize physical distancing and minimize physical interaction. This should include special education students that may not be on the class roster, and assistants that support students.</li> <li>● Students will be scheduled to reduce the number of students in a classroom where possible.</li> <li>● Students, teachers, assistants, etc. will be scheduled so that a minimum of 35 square feet per person of usable space is provided.</li> <li>● Staff rooms will also have a sign with the maximum number of people allowed in them for physical distancing</li> <li>● Schedules will be developed to bring students into the building for the first time in “shifts” (i.e., cohort, grade level, etc.) so that proper instruction can be provided on hygiene (i.e., hand</li> </ul>

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

washing), cleaning, cohorting, social distancing, hallway/playground markings, etc.

- **Pre-K:** PreK staff will do their best to maintain physical distancing; however students and staff within a stable cohort in PreK classrooms will not be required to strictly observe physical distancing requirements.

**Prior to the return of in-person instruction, principals will:**

- **Review the list above with custodians to address all bullet points.**

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <p>☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p> <p>☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p>☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</p> <p>☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p>Students and staff will be assigned to cohorts. Cohorts are stable, small groups that remain together over time with minimal mixing of groups</p> <p><b>Transportation Cohort:</b> This is a stable group of students each day.</p> <ul style="list-style-type: none"> <li>● Updated contact-tracing logs are required for each run of a route.</li> </ul> <p><b>K-8 Cohorts:</b> Students will be assigned a classroom cohort. Teachers will move in and out of the cohort. Teachers and assistants will be part of the cohort. Contact tracing logs will be in each cohort setting and up-dated each time someone enters (or exits) the room.</p> <p>All TTSD elementary schools that have a <b>preschool or childcare center</b> that operates independently but are located in school buildings (i.e. YMCA, Juntos ,Club K, Head Start, Kids Campus). The schools will work in collaboration with these organizations to plan schedules, screenings, contact tracing, etc.</p> <p><b>Specialized instruction (Title I, Special Education and ELD):</b></p> <ul style="list-style-type: none"> <li>● To the extent possible, students receiving supports beyond core instruction (e.g., Title 1 Services, Special Education and Related Services) will receive these supports within their grade band cohort or virtually.</li> <li>● If students’ needs cannot be met in their grade cohort and cannot be met in a virtual environment, small groups of students will work together in additional cohorts. The teacher will update cohort/contact tracing log as appropriate.</li> </ul> <p><b>PreK cohorts:</b> Only staff assigned to a stable group may be inside of classrooms with the following exceptions. Additional adults outside of the stable group may be allowed into the classroom in order to provide:</p> <ul style="list-style-type: none"> <li>● Specialized services to children such as those associated with Early Intervention or Early Childhood Special Education.</li> <li>● Meet monitoring requirements of publicly funded or regulated programming.</li> <li>● Maintain ratios during staff breaks (e.g., floaters).</li> <li>● Service to the facility that cannot take place outside of program hours</li> <li>● Screening information, and contact tracing logs will be in each cohort setting and updated each time someone enters (or exits) the room.</li> </ul> <p>The school’s public health team will create daily routines for entering &amp; exiting the buildings, bathroom breaks, hand washing, recess/activity, transitions and electives to minimize interactions between cohorts.</p>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li>☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>Staff communication will include the following: Signage displayed prominently in buildings focused on safety protocols; regular reminders during staff meetings; weekly staff newsletters.</p> <p>A communication plan is in place and will be executed to inform staff, students, and families of potential contact with a confirmed case, informed by Washington County Health. The <a href="#">COVID Response Protocol</a> will be shared with all stakeholders.</p> <p>TTSD will execute an internal and external communication plan to notify staff, families, and community.</p> <p>TTSD has an internal culturally responsive communication team that has identified and created communication practices for all staff and families where English is not the first language at home.</p>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.               <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ 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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ 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</li> </ul>	<p>Students, families and staff will be trained and reminded about staying home if they or anyone in their homes have COVID-19 symptoms prior to returning to in-person work or school. The district will send out reminders each week. TTSD will follow all exclusionary guidelines when a student or staff present symptoms.</p> <p><b>Arrival and Entry</b> Prior to entering any district site, each staff member will self screen through a sign in procedure.</p> <p><b>Screening Procedures</b> with students will be completed visually and/or with confirmation from a parent/caregiver/guardian following the <a href="#">Student Screening Protocols for School Entry</a></p> <ul style="list-style-type: none"> <li>● Students will be visually screened prior to entering a bus or a building by a designated staff using the <a href="#">Student Screening Protocols for School Entry</a></li> <li>● Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>● They will go directly to their first content cohort (i.e., their first period class) through their assigned entry door.</li> <li>● Staff will be present at each entry point to visually screen students for symptoms.             <ul style="list-style-type: none"> <li>○ Home screening is critical. Caregivers will need to evaluate their student(s) before sending them to school each day. If a student(s) shows any signs of illness, they will need to stay home. <a href="#">Home Based Symptom Screening</a></li> </ul> </li> <li>● When the screening indicates that a student may be symptomatic, the student is directed to the isolation room. The staff will follow the established <a href="#">COVID Response Protocol</a>.             <ul style="list-style-type: none"> <li>○ The school will take the student's temperature and review for any other symptoms. If a student has a temperature greater than 100.4, parents/guardians should be notified to immediately take the student home. The student will wait to be picked up in a designated isolation area.</li> </ul> </li> <li>● Students will use hand sanitizer or wash hands as soon as they enter the classroom or prior depending on handwashing proximity.</li> </ul>



that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.

- ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

**Isolation-** each school must have a designated isolation room. The school nurse will work with administration to identify the appropriate location and set it up properly. [Isolation Room Needs Checklist](#)

- Complete reporting and communication process outlined in [COVID Response Protocol](#). This includes Isolation, family communication, reporting, and disinfection protocols.

**PreK**

- Parents will wait outside the building until a staff can pick up or drop off their child
- Staff will conduct a daily health check for any children, staff, and any other person coming into the program as outlined in [Oregon Early Learning Division Health and Safety Guidelines version 1.1](#). Staff will check for fever for all entering children and other individuals coming into contact with a stable group. Parents can provide verbal certification that the child does not have a fever (defined as 100.4F), or staff may use a note in the health log that it has already been verified through the school or other provider who cared for the child earlier in the day.

**Note:** Isolation/Screening rooms cannot include the Health Room where students get their medication. It is recommended, where possible, that this be a location on the periphery of the building (so students don't have to travel through the main areas of the building, and can easily get picked up by parents), and not in the office where an exposure could impact the entire building.

**Screening Staff-**

- Staff are required to disclose when they may have been exposed to COVID-19.
- Staff are required to disclose when they have symptoms related to COVID-19. Staff are expected to self-check temperature prior to reporting for work daily.
- Staff & Adult Screenings: Each staff member (including district staff) entering the building will sign in on the self-screening check in form everyday. All visitors will follow similar screening procedures.

**Hand hygiene:** Handwashing will be integrated into the daily routine. Students will be taught and reinforced for handwashing.

**Prior to employees returning to school buildings, principals will:**

1. Set up screening procedures for staff (check in sheet provided).
2. Review Communicable Disease Plan and Human Resources Frequently Asked Questions with staff.
3. With support from the district, provide training on safety protocols (i.e., masks, physical distancing, disinfecting) and expectations (i.e., stay home when sick).

**Prior to the return to in-person instruction, principals must:**

- Plan systems and routines for daily screening.
- Consider breakfast and hand washing routines

**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers.	<ul style="list-style-type: none"> <li>● There may be some exceptions for Essential Visitors (i.e., in the Lobby, significantly impacted students walked to class by</li> </ul>

<ul style="list-style-type: none"> <li>● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> <li>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li>v Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul>	<p>parents). Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time.</p> <ul style="list-style-type: none"> <li>● Adults in schools are limited to essential personnel only. Essential visitors must wash or sanitize their hands upon entry and exit. They must also wear appropriate face masks.</li> <li>● Essential visitors will complete the same COVID symptom questionnaire as staff and will not be allowed to enter if symptomatic. Everyone must wear appropriate masks.</li> <li>● Everyone is encouraged to conduct business over the phone, electronically, behind glass/barriers and not enter the office or school common spaces (i.e, cafeteria, gym, playground, etc.). The lobby will be cleaned on a regular schedule.</li> </ul>
--	--

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> <li>o Students should not be left alone or unsupervised;</li> <li>o Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li>☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> </ul>	<p><b>Facial Coverings</b> <a href="#">Guidance on Face coverings from ODE</a></p> <p>Facial coverings are required for:</p> <ul style="list-style-type: none"> <li>● All TTSD staff, including itinerant staff, and students.</li> <li>● Facial coverings will be provided for staff and students or they may choose to wear their own, as long as it meets CDC/OHA requirements.</li> </ul> <p>Student or family refusal to wear appropriate face covering for a values-based reason then dictates that educational needs be met through Comprehensive Distance Learning. Staff refusal to wear appropriate face coverings should be addressed according to established school or district processes.</p> <p><b>Face Masks</b></p> <p>Face masks will be provided and required for all staff, which includes designated health room providers.</p> <p><b>Facial Shields</b></p> <p>A face shield does not replace the face mask or covering. Facial shields will be made available to:</p> <ul style="list-style-type: none"> <li>● Bus drivers</li> <li>● Speech Language Pathologists</li> <li>● Child Nutrition Program staff</li> <li>● Front office staff</li> <li>● SPED staff</li> <li>● Isolation Room Staff (or those interacting with staff/students that display symptoms or have had known contact with individuals that have been diagnosed positive)</li> <li>● Nurses</li> </ul> <p><b>Further PPE may be required for:</b></p> <ul style="list-style-type: none"> <li>● Staff providing 1:1 student support, including staff who provide isolation room duty</li> <li>● OT, PT, staff supporting personal care, staff where direction requires direct physical contact</li> <li>● <a href="#">ODE - face coverings-shields</a></li> <li>● <a href="#">CDC illustration of PPE for High risk situations</a></li> </ul> <p><b>Facial coverings are NOT recommended for:</b></p> <ul style="list-style-type: none"> <li>● Children of any age should not wear a face covering: <ul style="list-style-type: none"> <li>o If they have a medical condition that makes it difficult for them to breathe with a face covering;</li> <li>o If they experience a disability that prevents them from wearing a face covering;</li> </ul> </li> </ul>

- ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
  - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
    2. Placement determinations cannot be made due solely to the inability to wear a face covering.
    3. Plans should include updates to accommodations and modifications to support students.
  - Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
    3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

- They are unable to remove the face covering independently; or
- While sleeping.

\*Face coverings should never prohibit or prevent access to instruction or activities, nor shall a student be disciplined for not adhering to rules.

Students and staff may request accommodations when they cannot meet the face covering requirements. Students/families will request accommodations through their counselor and/or Learning Specialists. Staff may contact the Human Resources Department.

- **PreK:**
  - PreK students’ face coverings must fit according to children’s face measurements and the child must be able to remove the face covering themselves without assistance.
  - Staff and students must wash hands before putting on a face covering, after taking masks/cloth face covering off, and anytime the face covering is touched.
  - Face coverings must be washed daily or a new covering worn daily.
  - After removal of a soiled face covering, the covering should be put into a secure place away that is not accessible to others. For example, it could be placed into a plastic bag or plastic container that is inaccessible to children prior to being cleaned.

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> <li>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.</li> </ul> </li> </ul>	<p>When a student or staff presents with symptoms related to COVID-19, the school will follow the <a href="#">COVID Response Protocol</a>.</p> <p>The school nurse and administration will determine an isolation room that is located in an area of the school to limit interaction with others, in order to reduce the risk of disease transmission. <a href="#">Isolation Room Needs Checklist</a></p> <p>A designated primary isolation area will be used for students who are symptomatic.</p> <ul style="list-style-type: none"> <li>● Symptomatic students will remain in the isolation room until a designated adult can pick them up.</li> <li>● Healthroom staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of</li> </ul>

- Consider required physical arrangements to reduce risk of disease transmission.
  - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - [Additional guidance](#) for nurses and health staff.
- 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.
- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual should wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in ["Planning for COVID-19 Scenarios in Schools."](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

distance and wear facial coverings and other PPE as recommended by CDC.

- The Isolation Room will be in a separate location from the Health Room. [Isolation Room Needs Checklist](#)
- Logs will be maintained for every student who enters the Initial Screening or Isolation Room, regardless of whether they are treated or sent home. Logs will include:
  - Name of student
  - Reported symptoms/reason for health room visit
  - Action taken
- School will work with the family to ensure they have access to healthcare providers (i.e., School Based Health Centers) and a testing site, if needed.

#### Transportation

- School staff will contact parents/guardians for immediate pick up of any students who present symptoms.
- If parents/guardians cannot pick up a student, school will work with district transportation to ensure the student can get home safely.

#### Exclusionary Requirements

Staff and students who are ill must stay home from school and must be sent home if they show symptoms of illness at school.

- Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they have a negative COVID-19 test, they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without use of fever reducing medicine. A physician's note is required to return to school, to ensure that the person is not contagious.
- If they do not undergo COVID-19 testing, the person should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- PreK: staff and students will follow guidance as outlined in [Oregon Early Learning Division Health & Safety Guidelines version 1.1](#)

#### Prior to the return to in-person instruction, principals must:

- **Designate isolation room.**
- **Identify health room staff.**
- **Train and communicate with staff and families the exclusionary requirements.**



## 2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extracurricular activities requiring additional considerations (see section 5f of the **Ready Schools, Safe Learners** guidance).

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:               <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li>☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</li> <li>☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</li> <li>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li>☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</li> <li>☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will be enrolled following the Oregon Department of Education guidelines. Data coordinators in the schools will continue to receive reminders and updates through TTSD eBinder documentation, email and regularly scheduled (virtual) meetings.</li> <li>• No student will be dropped for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>○ Have COVID-19 symptoms for the past 10 days</li> </ul> </li> <li>• Attendance policies will follow the Oregon Department of Education Guideline: Daily for grades K-5 and per course in grades 6-12. (See details in Attendance section, 2b.)</li> <li>• When enrolling a student from another school, TTSD will request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer.</li> <li>• When a student has a pre-excused absence or COVID-19 absence, TTSD will reach out to offer support at least weekly until the student has resumed their education.</li> <li>• When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, TTSD will continue to count them as absent for those days and include those days in your Cumulative ADM reporting</li> </ul>

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> </ul>	<p>Grades K-5: Daily attendance will be taken. Students will be counted as present through one of the following two-way communication methods:</p> <ul style="list-style-type: none"> <li>• Live sessions</li> <li>• Assignment submission</li> <li>• Email/phone/text/LMSI communication</li> </ul>

<ul style="list-style-type: none"> <li>☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li>☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li>☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>	<p>Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance will be taken at least once for each scheduled interaction with each student, so that Synergy can track the student's attendance and engagement.</p> <p>TTOA, TTSD's Online school, will follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</p> <p>Daily/period attendance will be available for parents daily through ParentVUE and email updates.</p> <p>The designated attendance team will review individual and school-wide attendance data weekly.</p> <ul style="list-style-type: none"> <li>• Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick</li> </ul>
--	--

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Clean and sanitize each device brought in for repair, return, inventory, or redistribution. <ul style="list-style-type: none"> <li>○ Any device that is returned to the District is placed in a 3 day (min) quarantine, cleaned and disinfected prior to redistribution</li> </ul> </li> <li>• Using Canvas as TTSD's K-12 LMS, will allow TTSD teachers to facilitate continuous learning experiences that occur in-person and in a distance learning setting (at-home).</li> <li>• Share the list of all the software and student-facing technology solutions with families: <ul style="list-style-type: none"> <li>○ TTSD Digital Resources List: <a href="https://menu.clever.com/ttsd">https://menu.clever.com/ttsd</a></li> </ul> </li> <li>• Plan for adequate technology at home for off-site working, teaching, and learning: <ul style="list-style-type: none"> <li>○ TTSD is 1:1 for students and teachers.</li> </ul> </li> <li>• Review technology policies and data privacy policies and update if needed. <ul style="list-style-type: none"> <li>○ TTSD Electronic Communication Guidelines, <a href="#">Technology Resources for Reopening</a></li> </ul> </li> <li>• Establish a family and educator Technology Help Desk to support the use of technology: <ul style="list-style-type: none"> <li>○ IT Help Desk for Students &amp; Parents: 503-431-4051</li> <li>○ ParentHelp Website: <a href="http://parenthelp.ttsdschools.org">http://parenthelp.ttsdschools.org</a></li> <li>○ Ticket system for Staff: <a href="https://ticket.ttsd.k12.or.us">https://ticket.ttsd.k12.or.us</a></li> <li>○ Ticket system for Students: <a href="https://ticket.ttsdstudents.org">https://ticket.ttsdstudents.org</a></li> </ul> </li> <li>• Deployment of district-provided hotspots (with recently removed limits) will continue to ensure adequate internet access for all families.</li> </ul>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">TTSD Custodial Services: Who we are and how we can help:</a></li> <li>● <a href="#">TTSD cleaning and Disinfecting expectations:</a></li> <li>● <b>Hand Washing:</b> <ul style="list-style-type: none"> <li>○ Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</li> <li>○ Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.</li> <li>○ Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter, and signage in the school setting for health promotion.</li> </ul> </li> <li>● <b>Equipment:</b> Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.           <ul style="list-style-type: none"> <li>○ Sharing of supplies will be restricted.</li> <li>○ All shared equipment will be cleaned by classroom staff between use by another student or cohort group. Approved cleaning materials and supplies will be provided.</li> </ul> </li> <li>● <b>Safety Drills:</b> Safety drills will be scheduled for both cohorts of students to participate:           <ul style="list-style-type: none"> <li>○ Lockdown drill</li> <li>○ Fire &amp; Earthquake drills</li> <li>○ Remaining drills will alternate monthly between cohorts.</li> <li>○ Staff and students will follow distance requirements during exit of the building.</li> <li>○ Re-entry to the building will be through an assigned entry point to reduce incidental contact.               <ul style="list-style-type: none"> <li>▪ <b>PreK:</b> PreK staff and students will maintain physical distancing requirements as possible, however it may sometimes be necessary to reduce physical distance due to safety.</li> </ul> </li> </ul> </li> <li>● <b>Events:</b> Field trips will be designed virtually for the school year.           <ul style="list-style-type: none"> <li>○ Off-site field trips and events requiring visitors or volunteers have been canceled.</li> <li>○ All assemblies, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.</li> <li>○ Athletic events and practices will follow TTSD's adopted <a href="#">athletic statement</a>, as well as future OSAA guidance.</li> <li>○ Use of the building by outside groups will not be allowed.</li> </ul> </li> <li>● <b>Transitions/Hallways:</b> <ul style="list-style-type: none"> <li>○ Hallway traffic direction marked to show travel flow.</li> <li>○ Transitions by grade-level cohort groups will be staggered to reduce contact.</li> <li>○ Student cohorts will remain in the classroom with adult transitions when possible.</li> <li>○ Cohort classrooms will be assigned by building area/level to allow access to a single bathroom and hand washing station throughout the school day.</li> </ul> </li> <li>● <b>Classroom line up:</b> students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.           <ul style="list-style-type: none"> <li>○ Line up areas are to be marked with visual cues to indicate adequate physical distance. To be done by classroom staff as part of classroom setup. Approved marking materials/signage to be provided for installation on specific surfaces (floor, walls, etc.).</li> </ul> </li> <li>● <b>Personal Property:</b></li> </ul>

	<ul style="list-style-type: none"> <li>o Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> <li>o Students will not use cubbies to store personal property.</li> <li>o All personal property brought to school will be carried by the student throughout the school day in their backpack/bag.</li> <li>o Personal property must be labeled with a student name and will only be used by the student.</li> <li>● <b>Restrooms:</b> <ul style="list-style-type: none"> <li>o Each cohort will have a designated restroom assigned based on cohort rooms. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.</li> <li>o Visual reminders will be used in all restrooms to encourage hygienic practices, including: <ul style="list-style-type: none"> <li>▪ Handwashing techniques</li> <li>▪ Covering coughs/sneezes</li> <li>▪ Social distancing</li> <li>▪ Facial coverings</li> <li>▪ Identifying Covid-19 symptoms</li> </ul> </li> </ul> </li> </ul> <p><b>Principal - Plan to develop specific bathroom assignments and schedules.</b></p>
--	---

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p><b>Arrival and Entry</b> Each student will be assigned an entrance point (i.e., a specific door) to the school building.</p> <ul style="list-style-type: none"> <li>● Upon entry, students will go directly to their first content cohort (i.e., first period class).</li> <li>● Staff will be present at each entry point to visually screen students for symptoms and track cohort data.</li> <li>● Students will wash hands upon arrival/before breakfast.</li> <li>● Visual cues for physical distancing will be provided at entrances.</li> <li>● Buses will run multiple routes, creating a staggered arrival and dismissal time.</li> <li>● Students will go straight to their classroom where they will be supervised by staff.</li> </ul> <p><b>Sign-In /Sign-Out Procedures</b></p> <ul style="list-style-type: none"> <li>● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.</li> <li>● All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</li> <li>● Students will have staggered drop-off and pick-up times by cohort and grade level. <ul style="list-style-type: none"> <li>o For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.</li> </ul> </li> <li>● Classes will enter through the main and side doors. Each staff will use a sign-in/sign-out protocol to help facilitate contact tracing.</li> </ul>



- Staff will fill in the information and not allow a shared pen/paper.
- Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.
- Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.
- Share with families the need to keep drop-off/pick-up interactions as brief as possible.
- Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.

**PreK:**

- Parents or caregivers to drop-off or pick-up children from program staff outside of the facility.
- Parents or caregivers are required to wear a face covering during drop-off or pick-up.
- Parents or caregivers should maintain physical distancing when not engaged in hand-off of children to staff.

**2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p>☒ <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p><b>Seating:</b></p> <ul style="list-style-type: none"> <li>● Rearrange student desks and tables to at least six feet apart (or 35 sq ft per person); assign seating so students are in the same seat at all times.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Each classroom will limit sharing of community supplies (e.g., scissors, pencils, etc.). If sharing of community supplies is unavoidable, supplies must be cleaned after the use of each student. Hand sanitizer and tissues will be available for use by students and staff.</li> </ul> <p><b>Hand Washing:</b></p> <ul style="list-style-type: none"> <li>● Post age appropriate signage and provide regular reminders for hand washing.</li> </ul> <p><b>Furniture:</b></p> <ul style="list-style-type: none"> <li>● All upholstered furniture and soft seating has been removed from the school building to the extent possible.</li> </ul> <p><b>Classroom Procedures:</b></p> <ul style="list-style-type: none"> <li>● All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall pass, it must be cleaned and sanitized between student use by classroom staff. Consider other options and elimination of shared passes.</li> </ul> <p><b>Seating:</b></p> <ul style="list-style-type: none"> <li>● Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</li> </ul> <p><b>PreK:</b></p> <ul style="list-style-type: none"> <li>● Limit sharing materials and toys between children during an activity. If sharing occurs, children must wash their hands with soap and water or use hand sanitizer at the end of the activity and prior to starting a new activity.</li> <li>● Classroom materials <b>must be cleaned and sanitized between uses</b>, following <a href="#">Oregon Early Learning Division Health and Safety Guidelines version 1.1</a></li> <li>● Classroom materials must be cleaned and sanitized between cohorts, at a minimum daily. Eliminate classroom areas where children must interact with common materials while engaging, such as shared sand and water tables, or outdoor sandboxes.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom, students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning January 15, 2021, TTSD school playground equipment, play areas, and non-athletic sports fields will be available for community use at your own risk. Playground equipment will not be sanitized by school personnel on a daily basis until students return to in-person instruction . Please continue to follow the <a href="#">Oregon Health Authority (OHA) health and safety guidance</a> for outdoor activities and recreation including: <ul style="list-style-type: none"> <li><a href="#">Maintaining 6 feet physical distancing from others outside of your immediate family</a></li> <li><a href="#">Wearing face coverings</a></li> <li><a href="#">Washing hands or using hand sanitizer before and after touching public surfaces</a></li> <li><a href="#">Staying home if you are experiencing COVID-19 symptoms or have been in contact with someone diagnosed with COVID-19 in the last 14 days.</a></li> </ul> </li> <li>● When in-person instruction resumes, our grounds will be closed to the public during school hours.</li> <li>● Schools will post adequate signs sharing this information with the public. When students return, classes may use the playground for recess on a staggered schedule throughout the school day.</li> <li>● All playground equipment will be disinfected daily by custodial staff and in between each cohort group by school staff.</li> <li>● Students must wash hands before and after using playground equipment.</li> <li>● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used</li> <li>● <b>PreK:</b> When providing outdoor activities, there will not be more than one stable group of children in one outside area at a time. Cohorts may have separate areas as long as stable groups are kept apart and there is at least 75 square feet per child in that area</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> </ul>	<ul style="list-style-type: none"> <li>● There will be no scheduled meal times while students are at school.</li> <li>● Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.</li> <li>● Students may remove their masks when eating a snack outside at recess. Snack breaks will be outside and students will be assigned a structured “snack spot” by their teacher that is at least ten feet away from other students when eating a snack. Students will put their mask back on before rejoining recess play time.</li> <li>● All students must wash hands prior to eating their snack. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures. .</li> </ul>

- ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- ☒ Adequate cleaning and disinfection of tables between meal periods.
- ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.

- Meal bags with 3 days of breakfast and lunch will be distributed to eligible students on their last day of onsite school each week. For example, students in the cohort attending onsite school on Thursday and Friday will receive their meal bag on Friday.
- Staff rooms will be rearranged to promote physical distancing. Staff will be encouraged to eat in their classroom. Staff will be responsible for disinfecting the area after they eat. Cleaning supplies will be provided.
- Nutrition staff will be provided appropriate PPE.
- Nutrition staff will follow all cleaning and disinfection protocols.
- In the event of a closure, the district will continue to provide meals.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li>☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<ul style="list-style-type: none"> <li>● Each bus driver will be required to: <ul style="list-style-type: none"> <li>○ Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other staff on the bus.</li> <li>○ Drivers are required to wear face masks or the equivalent if they have a medical exemption to mask wearing</li> <li>○ Keep daily student logs. <ul style="list-style-type: none"> <li>▪ The School Nurse will support the training for bus drivers to maintain logs.</li> </ul> </li> <li>○ As students enter the bus follow the bus screening steps outlined in <a href="#">Student Screening Protocols for School Entry</a></li> <li>○ Assign specific seats to each student to maintain distancing. (Monitor if available)</li> <li>○ If a student displays symptoms while riding the bus, keep the student at least 6 feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>▪ If arriving at school, notify staff to begin isolation measures.</li> <li>▪ If transporting for dismissal and the student displays an onset of symptoms, notify the school and reroute to drop off the symptomatic student sooner, if possible</li> </ul> </li> <li>○ Assure all students riding a bus will wear a mask. <ul style="list-style-type: none"> <li>▪ The expectation is that all students will wear a mask except those that have documented disability that prevents wearing a mask. See <a href="#">ODE guidance on face covering</a></li> </ul> </li> <li>○ Clean and sanitize buses between routes.</li> </ul> </li> <li>● Bus routes will be adjusted to support cohorting students and physical distancing, including <ul style="list-style-type: none"> <li>○ Three feet of physical distance between passengers.</li> <li>○ Six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices).</li> </ul> </li> <li>● School team will consult with families of students who will need additional support on the bus. (This may include an additional staff member riding the bus with students).</li> <li>● Maximum Occupancy will be posted on each bus.</li> <li>● Drivers and all transportation staff will have access to handwashing stations or at least 60-95% alcohol-based hand sanitizer.</li> <li>● Parents and guardians will be advised of transportation changes. For example, distancing, seating assignments, route changes, bell and schedule changes.</li> </ul>

- All buses will be sanitized every school day.
- **PreK**
  - Children must get out of the vehicle in a manner that minimizes children passing each other (e.g., unload from front to back of vehicle).
  - Staff must use hand sanitizing spray or gel (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle.
  - Staff and children must wash hands as they enter facility

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input checked="" type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input checked="" type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</li> <li><input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p><b>Cleaning, Sanitizing and Disinfecting</b></p> <ul style="list-style-type: none"> <li>● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day.</li> </ul> <p><b>Ventilation and Airflow</b></p> <ul style="list-style-type: none"> <li>● Ventilation systems will be checked and maintained monthly by maintenance staff. (Additional custodial staffing will be required to meet the increased cleaning requirements, even with assistance of classroom staff).</li> <li>● Outside air intake will be increased to maximum possible while still maintaining occupant comfort.</li> <li>● System will be scheduled to run prior to occupancy and after occupancy or longer depending on system capabilities.</li> <li>● Filtration to be increased to MERV 13 from MERV 8 in all locations where air handlers are capable.</li> </ul>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students”, including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to</li> </ul>	<p>The procedures outlined in the <a href="#">COVID Response Protocol</a> include the development and maintenance of three primary areas for meeting healthcare needs.</p>

<p>private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p>☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<ul style="list-style-type: none"> <li>● Traditional health room for non-COVID healthcare provisions. All traditional health room policies and procedures will be followed.</li> <li>● TTSD will make a modified plan for preventative health services, such as dental and vision screenings.</li> <li>● Immunization processes will be addressed as per routine timeline.</li> <li>● One employee will be designated for the health room with two possible back up health room attendants. This employee will work with a district nurse to follow all protocols and procedures.</li> <li>● Isolation Room - Maintained for those with symptoms consistent with COVID-19 illness.</li> <li>● The district's Public Health team meets regularly to review safety and health protocols. The team includes representatives from Health Services, Human Resources, Operations, Special Education, and Mental Health Services.</li> <li>● An expanded TTSD Public Health team will include representatives from the School Based Health Center, Mental Health coordinators, and our Culturally Responsive Outreach team.</li> <li>● Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated.</li> </ul> <p><b>Prior to the return to in-person instruction, principals must:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify one classified employee to be the primary health room attendant, and identify two back up attendants.</b></li> </ul>
---	---

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <p><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------

<ul style="list-style-type: none"> <li><input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> </li> <li><input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</li> <li><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li><input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</li> <li><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> <li><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</li> <li><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety Drills:</b> We will continue to implement safety drills. <ul style="list-style-type: none"> <li>• An evacuation/fire drill for Hybrid school once students return (or as directed by the state when we return to in-person learning).</li> <li>• 30 minutes per month will be dedicated to drill instruction and safety procedures for students and staff.</li> <li>• Earthquake drills will be performed at least 2 times during the school year. If not in person, then remotely through an online presentation.</li> <li>• Safety threats, including procedures related to lockdown, lockout, shelter in place, and evacuation will be conducted two times a year. <ul style="list-style-type: none"> <li>o Remaining drills will alternate monthly between cohorts.</li> <li>o Staff and students will follow distance requirements during exit of the building.</li> <li>o Re-entry to the building will be through an assigned entry point to reduce incidental contact.</li> </ul> </li> <li>• Staff will be trained on safety drills prior to students returning to campus.</li> <li>• Students will follow all sanitary procedures following drills.</li> <li>• <b>PreK:</b> PreK staff and students will maintain physical distancing requirements as possible, however it may sometimes be necessary to reduce physical distance due to safety.</li> </ul> </li> </ul>
--	--

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</li> <li><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</li> <li><input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> </ul>	<p>TTSD has a strong tiered system of behavioral support. Our PBIS system has been adapted/modified to address the unique environments- both online and hybrid. Through teaching expectations, students will learn about safety protocols. Through tiered approach, students who struggle are provided intervention. If students do not respond, multidisciplinary teams will convene to build a functionally-based behavior plan that includes a crisis response.</p> <p>TTSD uses <u>SafetyCare</u> Behavioral Safety Training Program.</p> <p>Safety-Care® Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions &amp; Supports (PBIS), the Safety-Care program will provide your staff with strategies for preventing and managing behavioral challenges, and teaching replacement behaviors. These strategies are appropriate for individuals experiencing</p>

- Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
- Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  - Student elopes from area
    - If staff need to intervene for student safety, staff should:
      - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
    - If students leave the classroom:
      - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      - Ensure physical distancing and separation occur, to the maximum extent possible.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to de-escalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

**Protective Physical Intervention**

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

developmental, neurologic, psychiatric, and other impairments. Safety-Care promotes a positive reinforcement based approach, and the development of new skills, resulting in fewer restraints.

All Learning Specialists and Assistants participate in Day one of Safety Care training. Day two is reserved for teams that are working with specific students.

Prior to any in-person services, individual plans will be reviewed and modified to meet the safety protocols, including staff PPE.







## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<p>A COVID Response Team will provide direction and oversight of the district response to protocol. The COVID Response Team will include district nurses, human resources, student services staff, and communication staff. They will use the <a href="#">COVID Response Protocol</a> to guide decisions about responding to any confirmed COVID case and/or cluster. The <a href="#">COVID Response Protocol</a> will act as the district's emergency response framework.</p> <ul style="list-style-type: none"> <li>• Designated district office staff will contact the LPHA (Washington County Public Health) to notify them of a case and consult with them about the district's response.</li> <li>• <b>PreK:</b> district office staff will also contact the Oregon Early Learning Division Office of Child Care</li> <li>• If anyone who has been on campus is known to have been diagnosed with COVID-19, the district will report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.             <ul style="list-style-type: none"> <li>• Determination if exposures have occurred</li> <li>• Cleaning and disinfection guidance</li> <li>• Possible classroom or program closure</li> </ul> </li> <li>• If there is a confirmed COVID-19 case, the school community will be notified AND the person's identity will remain confidential.</li> <li>• When cases are identified, a TTSD COVID Response team will convene and respond. The team will provide:             <ul style="list-style-type: none"> <li>o direction to the family or staff who tested positive</li> <li>o communication to the school and cohort communities</li> <li>o direction related to response and contact tracing</li> <li>o contact custodial team for cleaning and disinfecting requirements</li> </ul> </li> <li>• The COVID Response team will track all symptomatic and confirmed cases at building and district level, and provide information to the LPHA.</li> </ul> <p>Staff can use this <a href="#">Reporting Form</a> to self report.</p>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Continue to provide meals for students.</li> </ul>	<ul style="list-style-type: none"> <li>• In the event of a closure, the district will initiate the Distance Learning Model and schedule. The length of the closure is dependent upon the circumstances (i.e., numbers of cases, community spread, etc.)</li> <li>• The district will work in collaboration with preschool and childcare programs to identify the appropriate response to a confirmed case in a school.</li> <li>• If there is an outbreak, all large school events will be cancelled or postponed.</li> <li>• In the event of a closure, the district will continue to provide meals.</li> <li>• The district will follow the governor's metrics for making decisions to re-open schools and consult with the LPHA.</li> </ul>



### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<ul style="list-style-type: none"> <li>• District will consult with Washington County Public Health to determine when it is safe to return to in-person instruction.</li> <li>• District will clean and disinfect any site where a positive case has been reported.</li> <li>• Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.</li> <li>• Communications to families will include the response to the outbreak, plan for cleaning/disinfecting, criteria for re-entry, and plan for temporary Distance Learning.</li> </ul>



## ASSURANCES

*This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance. This section does not apply to private schools.*

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
  - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - The [Comprehensive Distance Learning](#) guidance,
  - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
  - [Planning for COVID-19 Scenarios in Schools](#)
  
- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
  - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - The [Comprehensive Distance Learning](#) guidance,
  - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
  - [Planning for COVID-19 Scenarios in Schools](#)

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

## 4. Equity

## 5. Instruction

## 6. Family, Community, Engagement



## 7. Mental, Social, and Emotional Health



## 8. Staffing and Personnel

### Assurance Compliance and Timeline

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

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