



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school has been directed to submit a plan to the district 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, 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	Centennial Transition Center
Key Contact Person for this Plan	Denise Wright, Director of Student Services/Building Administrator
Phone Number of this Person	503.762.3630
Email Address of this Person	denise_wright@csd28j.org
Sectors and position titles of those who informed the plan	<p>District Level Core Planning Team which consisted of the:</p> <ul style="list-style-type: none"> Superintendent, Assistant Superintendent, Chief Financial Officer, Directors of Curriculum, HR & Student Services as well as Elementary and Secondary Building Administrators, Federal Program Administrator, Transportation & Dining Services Supervisors <p>Additionally, subcommittees representing seven of sections outlined in the Ready Schools, Safe Learners guidance (equity was embedded into each section) met weekly to review and develop the required elements and consider the additional recommended steps per section. The subcommittees included staff from buildings and the district level representing classified, non-union, certified and administrative groups.</p> <p>Both classroom teachers assigned to the Transition Center provided input as well.</p>
Local public health office(s) or officers(s)	Multnomah County Health Department-Lisa Ferguson in consultation with MESD staff
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	<ul style="list-style-type: none"> Denise Wright, Director of Student Services/Building Administrator Candice Vickers, Principal of district Online K-12 program Adam Olson & Deven Kautza-CTC Transition Teachers
Intended Effective Dates for this Plan	Monday August 31, 2020

ESD Region	Multnomah
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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.

Multiple district wide surveys were sent to families. One was more global around Distance Learning experiences from Spring 2020, another asked about reopening schools and initial considerations for 2020-21. Another has focused specifically on needs for an online program.

A formats to engage students and staff at CTC include phone calls or texts. Other families prefer email.. Feedback from many students and families is that they really want to be back on site at CTC.

Information needed would include: who has been consistently following CDC guidelines around wearing masks, hand & cough hygiene. In the Spring, some students did need to support and monitor younger students while their parents were working.

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 3-16 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.

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.

The Oregon Department of Education (ODE), in coordination with the Oregon Health Authority (OHA), has updated the Ready Schools, Safe Learners guidance for the 2020-21 School Year in accordance with Governor Brown’s Executive Order 20-29. As of July 28, 2020 Governor Brown provided additional and specific metrics that school districts must consider prior to determining a specific model. School districts must select an instructional model based on multiple factors including but not limited to: local COVID-19 status, school facility capacity, staffing capacity, operational capacity, needs of high risk students and staff, available space, student enrollment, budget, technology capabilities, and input from staff, students, family, and community members. As a district we want to prioritize the health and safety of students, staff, families and community partners in our decision making around reopening.

Due to local COVID-19 numbers, in consultation with the Multnomah County Health Department, the Multnomah Educational Service District, our School Board, and Employee Groups (CEA & OSEA), for Fall 2020, school will begin with the Comprehensive Distance Learning Model. Under a Comprehensive Distance Learning model, schools have the responsibility to:

- Provide high-quality and engaging academic content in alignment with grade level standards
- Continue to focus on student identity and belonging, care, connection, wellbeing, and mental, social, and emotional health;
- Actively engage and nurture relationships with students, families, and community;
- Center equity in all instruction, outreach and communication efforts with parents, caregivers and students;
- Provide high quality, well-rounded learning opportunities; and
- Encourage, support, and provide opportunities for active collaboration and communication between school leaders, teachers, and all school staff.

This means that we will provide remote learning that is in-depth and robust planning. ODE’s full Comprehensive Distance Learning guidance provides additional considerations for schools when planning for Comprehensive Distance Learning. All of our schools are reviewing and using this as a guide for the Fall 2020.

Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

As a school district, we are utilizing the Oregon Department of Education [Comprehensive Distance Learning \(CDL\) guidance](#) to plan for instruction. All students in the Centennial School District will begin the 2020-21 school year in one of two options, Comprehensive Distance Learning utilizing our district adopted curriculum or a year-long online only option.

“Students engaging in Comprehensive Distance Learning have access to standards-based, grade level-or-beyond educational materials. They interact in an ongoing manner with one or more teachers who skillfully guide the student’s full educational experience. Comprehensive Distance Learning includes multimedia communication and blended learning strategies, not solely digital/online learning. As appropriate, learning may or may not be separated in time often referred to as asynchronous or synchronous learning in the field of distance learning. Comprehensive Distance Learning requires meeting all federal and state laws and Division 22 requirements that apply to the 2020-21 school year2 , as well as requirements for mental, social, and emotional health and family engagement.”

Required Elements Include:

- The Academic Conditions of: Teaching and Learning, Instructional Time, Assessment, Grading and Reporting Progress.
- The Operational Conditions: Nutrition, Attendance, Clubs and Extracurricular Activities.
- Student and Family Support: Equity and Access, Mental Social and Emotional Health, Partnering with Parents, Families and Caregivers.
- Digital Learning Needs: Infrastructure, Devices, Software Systems, Digital Content, Professional Development and Training.

As a district, our plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of Free Appropriate Public Education (FAPE), full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services in a synchronous manner.

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.

As a school district through the Fall 2020, we will monitor local COVID-19 status, school facility capacity, staffing capacity, operational capacity, needs of high risk students and staff, available space, student enrollment, budget, technology capabilities, and input from staff, students, family, and community members in order to make a determination when a possible shift to Hybrid Learning could begin.

For a school to return to in-person instruction through the Oregon Department of Education’s (ODE) OnSite or Hybrid Instructional models, county, state and local metrics will need to be considered. We will comply with all state, county and local requirements prior to resuming in-person OnSite or Hybrid Instruction.

Transition Planning

- All schools must prepare transition plans for effectively and efficiently shifting between instructional models. These plans must include professional learning for staff, communication for students and families, and thoughtful timelines for staff and families to adequately prepare for shifts to new models.
- Additionally, the Centennial School Board will review all information from the State and County prior to moving to a Hybrid model. Superintendent will recommend a date for moving to a Hybrid model.

Exceptions

We will consider exceptions as outlined in the ODE *Ready Schools, Safe Learners* guidance about specifically identified groups and individual student needs in order to provide in person instruction. Safety measures and all requirements in this document will need to be in place in order to meet state requirements prior to having students on site.

In addition to the specific metrics on recent rates of COVID-19, restarting in-person education should also consider community factors such as availability of testing, health care system capacity and readiness of the public health system to partner in response to cases of COVID-19 associated with schools.

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.*-**The Centennial School District will begin the year in Comprehensive Distance Learning**

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 Centennial School District will review state, county and district data in the Fall in order to make this decision.**
- 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). **Additional guidance was provided on August 11, 2020. At the time of submission of this plan, there was not adequate time to meaningfully and safely plan for this exception. The Centennial School District will review state, county and district data in the middle to late September in order to make this decision.**
- 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).-**NA this does not apply to the Centennial School District.**
- 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).-**NA this does not apply to the Centennial School District.**
- 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).-**NA this does not apply to the Centennial School District.**
- 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).-**NA this does not apply to the Centennial School District.**



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	→ Based on the Multnomah Education Service District (MESD) Comprehensive Communicable Disease Management Plan & Center for Disease Control (CDC). The link to the MESD Comprehensive Communicable Disease Management Plan can be found at this link: https://www.multnomahesd.org/uploads/1/2/0/2/120251715/multnomah_education_service_district_-_comprehensive_communicable_disease_management_plan_updated_07-22-2020.pdf . Guidance the following guidelines should be in place to limit the spread of COVID-19 and other communicable diseases: Hand Hygiene, Cough Etiquette, Immunizations, Blood Borne Pathogen Training, Environmental Sanitation, Standard Precautions, Illness Policy & Food Safety
<input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	→ The Centennial School District will use the MESD Comprehensive Communicable Disease Management Plan which specifically addresses the prevention of the spread of COVID-19.
<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.	→ At the Centennial Transition Center, there will be the designated person to establish, implement and enforce physical distancing requirements (or a designee in their absence). Denise Wright, Adam Olson, & Deven Kautza will all be designated to ensure the safety measures are followed. We will consult the assigned School Nurse on a continual basis.

- ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- ☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- ☒ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- ☒ Process to report to the LPHA any cluster of any illness among staff or students.
- ☒ Protocol to cooperate with the LPHA recommendations.
- ☒ Provide all logs and information to the LPHA in a timely manner.
- ☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
- ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
- ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
- ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements

- Each school building will work with the assigned school nurse, MESD Nurse Consultant, District Cabinet members for provided support and resources to the district/school policies and plans. Building and District administrators/staff will review relevant local, state, and national evidence to inform plan. Include building nurses names. Sandy Dornfeld, the assigned school nurse will be our contact and we will review the Ready Schools, Safe Learners guidance from ODE, the MESD Comprehensive Communicable Disease Management Plan & CDC Guidance.
- Denise Wright, as the building admin and Sandy Dornfeld as the assigned nurse will provide training on sections 1-3 of the Ready Schools, Safe Learners guidance
- Schools in the Centennial School District will follow the 2020-21 Centennial School District Initiated Report
- Per the MESD Comprehensive Communicable Disease Management Plan: Clean schools & district buildings contribute to healthy environments and reduce the risk of communicable disease transmission. **High touch areas will be cleaned between cohorts (bus, playgrounds, shared spaces)** and plans for systematic disinfection of classrooms, offices, bathrooms and activity areas will be developed to ensure this occurs throughout the day. Cleaning will also take place on days in between cohorts.
- MESD- School Health Services: Communicable Disease Investigation Procedure to notify the Multnomah County Health Department for any confirmed COVID-19 cases among students or staff or are any clusters or outbreaks across the district. School Nurses will be consulted when clusters, patterns or outbreaks occur.
- The Centennial School District will have a protocol in place to cooperate with the Multnomah County Health Department recommendations and will provide all logs and information in a timely manner.
- All CSD buildings will follow the protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).
- All buildings will have a protocol to isolate any ill or exposed persons from physical contact with others and a specific location for this to take place.
- Schools in the Centennial School District will follow the 2020-21 Centennial School District Initiated Report process. The MESD Nurse Consultant or the Multnomah County Health Department will determine the protocol for communicating potential COVID-19 cases to the school community and other stakeholders
- The Centennial School District will create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system will be made in consultation with our school nurses (through the MESD) and in consultation with the Multnomah Health County Department.
 - ◆ 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

of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.

- If a student(s) is not part of a stable cohort, then an individual student log must be maintained.

☒ Required components of individual daily student/cohort logs include:

- Child's name
- Drop off/pick up time
- Parent/guardian name and emergency contact information
- All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.

☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.

☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.

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

the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.

- ◆ If a student(s) is not part of a stable cohort, then an individual student log must be maintained.

→ Individual daily student/cohort logs will include:

- ◆ Student's name, drop off/pick up time, Parent/guardian name and emergency contact information.
- ◆ All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

→ The Centennial School District will have a protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the Multnomah County Health Department as needed.

→ The Centennial School District will have a 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.

→ Per the MESD Comprehensive Communicable Disease Plan Cleaning and Disinfection guidance: All buildings will: Clean schools & district buildings contribute to healthy environments and reduce the risk of communicable disease transmission. High touch areas will be cleaned between cohorts (bus, playgrounds, shared spaces) and plans for systematic disinfection of classrooms, offices, bathrooms and activity areas will be developed to ensure this occurs throughout the day. Cleaning will also take place on days in between cohorts. Cleaning schedules will be documented and reviewed on a regular basis. This information will be documented, so that it can be reported to and used when consulting with the Multnomah County Health Department regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.

→ The goal of the Centennial School District is to minimize potential outbreaks through preventive measures including hand hygiene, respiratory etiquette, routine disinfection of shared items and flat surfaces, staying home when students or staff are sick, until they have been without symptoms for the specified timeframe, without the use of symptom-reducing medication. The district and buildings will follow protocols developed in collaboration with the MESD and Multnomah County Health Department in accordance with Section 3 of the *Ready Schools, Safe Learners* guidance.

→ The Centennial Transition Center will model, teach, and reinforce physical distancing and hygiene practices at the classroom and school level until they become an expected and accepted way of being at school. Instructional materials will include posters, videos, in person modeling and other visual markings (i.e. tape on the floor, etc.)

1b. HIGH-RISK POPULATIONS

- ☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- ☒ 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.
 - 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

- Students in the Centennial School District will be provided a Free and Appropriate Education whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. This is true for students in high-risk populations also.
- The Centennial School District in accordance with Division 22 Standards and Assurances, District Policies, State and Federal regulations currently meets these requirements and will continue to do so in in collaboration with the MESD and Cascade Nursing.
- The Centennial School District in accordance with Division 22 Standards and Assurances, District Policies, State and Federal regulations currently meets all of these requirements and will continue to do so in collaboration with the MESD and Cascade Nursing.

Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> → During July 2020, CTC was measured to determine all usable spaces in order to meet the required guidelines. Emergency exits, halls, entrances & exits were all taken into consideration. → Centennial Transition Center(CTC) will use the CDC and/or MESD recommended guidelines & signs in order to ensure these requirements are in place → Based on the CTC building configuration, traffic patterns will be developed to support social distancing requirements. Signage will be used to support this process. → Schedule modifications will be made to limit the number of students in the building based on student scheduling preferences. → Centralized training materials will be provided to building teams for their Multi-tiered Systems of Support (MTSS) in order to provide instructional processes for training for all students, some students and individual students → Each building will consider utilizing outdoor spaces, common areas, and other buildings in planning.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ 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. ☒ 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). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. 	<ul style="list-style-type: none"> → Each building will establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> ◆ The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. → The Centennial Transition Center will ensure that students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. The total student enrollment is approximately 50 students. We will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. → CTC will have a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. → CTC will minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Access to All Gender/Gender Neutral restrooms is available at CTC. → Across the district expectations for cleaning and wiping of high touch surfaces (e.g., desks, door handles, etc.) will follow a building cleaning schedule which must be maintained between multiple student uses, even in the same cohort. These responsibilities will be designated per job role and based on the building cleaning schedule. The schedule will also indicate

- ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.
- ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

- cleaning procedures if there is a potential exposure in one or more location in a building.
- Cohorts for CTC will be designed such that all students (including those protected under ADA and IDEA) maintain access to instruction based on their post-school outcomes and peers.
 - All staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ 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. ☒ Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> → Buildings will 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. This information will be in collaboration with the MESD Comprehensive Communicable Disease Management Plan and CDC guidelines. → In collaboration with the MESD and Multnomah County Health Department, template letters will be available for building use when directed by the Multnomah County Health Department, MESD or Director of Student Services "Per MESD- the School Health Services Investigation Protocol" to use them in cases when students, families and staff have come into close contact with a confirmed case. <ul style="list-style-type: none"> ◆ The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). → Template letters will be available for building use when directed by the Multnomah County Health Department, MESD or Director of Student Services "Per MESD- School Health Services Investigation Protocol" to use 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. → In collaboration with the MESD, template letters will be provided in at least 5 of the major languages

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest 	<ul style="list-style-type: none"> → The district will provide written and verbal guidance indicating "students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. The documents will include information about primary symptoms of concern, additional possible symptoms associated with COVID-19, other symptoms when students should be excluded from school for signs of other infectious diseases and Emergency signs that require immediate medical attention.

<ul style="list-style-type: none"> ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p>☒ 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.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." ● Additional guidance for nurses and health staff. <p>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> → Upon arrival to school (either via the bus or building entrance), all students and staff will be screened for symptoms every day. This will be done visually and/or with confirmation from a parent/caregiver/guardian. <ul style="list-style-type: none"> ◆ Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. Buildings will follow our Isolation Space Considerations & Procedures ◆ Individuals must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. Use district plan language and indicate other steps buildings will take (via newsletters, etc. to keep their community informed about this requirement) → CTC staff will work with our school nurses in collaboration with the Multnomah Health Department regarding restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. Per the MESD Investigation process → Building staff will work with our school nurse to determine which staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. We will not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. → CTC will follow hand hygiene guidelines upon entry to school every day using an alcohol-based hand sanitizer with 60-95% alcohol.
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> → Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. → Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p>	<ul style="list-style-type: none"> → When we move to a hybrid model, we will restrict non-essential visitors at CTC. → Upon entry to any building, visitors will be screened for symptoms. This will be done visually and/or with confirmation from the individual. <ul style="list-style-type: none"> ◆ Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) OR not permitted into the building. Buildings will follow our Isolation Space Considerations & Procedures ◆ Any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days will be restricted from school property. CSD will take all measures possible to limit the number of non-essential visitors to any of its buildings at this time. → It is expected that all visitors will sanitize their hands upon entry and exit to any CSD building. There will be signage in our building outlining the process for staff and visitors.

- ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.

- ➔ CTC will restrict non-essential visitors. Visitors will only be allowed in, if six feet of physical distance between all people can be maintained. Individuals from partner organizations or other companies, including parents will need to complete a waiver if they will be in a building for an extended period of time. It is expected that Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. in any CSD building.
- ➔ CTC staff will use video/telephone meetings for parent/caregiver/guardian-teacher conferences and other meetings as the primary option. Individual situations can be considered as needed.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering; ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> ● Offering different types of face coverings and face shields that may meet the needs of the student. 	<ul style="list-style-type: none"> ➔ Staff, contractors, other service providers, or visitors or volunteers must wear face coverings in accordance with local public health authority and CDC guidelines for face coverings especially in circumstances when physical distancing cannot be maintained. ➔ Students who wear face coverings will be encouraged to follow recommendations for the CDC Face Coverings. Signage, models and verbal reminders will be a part of preventive measures taken at all of our buildings. ➔ For students who remove their face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised; Provide additional instructional supports to effectively wear a face covering; Provide students adequate support to re-engage in safely wearing a face covering; Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ➔ Staff must wear face coverings in accordance with local public health authority and CDC guidelines and 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. ➔ If any student requires an accommodation to meet the requirement for face coverings, CTC staff will work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include any that are listed in the requirements or others that meet student and staff needs and safety guidelines.

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

☒ For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

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

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
 2. Placement determinations cannot be made due solely to the inability to wear a face covering.
 3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
 - 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,
 2. 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.

→ For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, the Centennial Transition Center will not deny access to On-Site instruction.

→ The Centennial Transition Center will continue to comply with the established IEP/504 plans 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 Centennial Transition Center will: 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. Student IEP/504 teams will also consider all other aspects of this requirement.

→ The Centennial Transition Center will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

→ The Centennial Transition Center recognizes that there will be a need for some ADA accommodations. If a staff member requires an accommodation for the face covering or face shield requirements, requests should go to their supervisor.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p>	<p>→ The Centennial Transition Center will follow district Isolation Space Considerations & Procedures. Individuals must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</p>
<p>☒ 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.</p> <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff. 	<p>→ The Centennial Transition Center will follow district Isolation Space Considerations & Procedures. Buildings will work with school nurses to determine necessary modifications to areas where staff/students will be isolated. Buildings will consider required physical arrangements/social distancing guidance to reduce risk of disease transmission. Generally well students who need medication or routine treatment will access their care or support via a separate location from the isolation space which will be reserved for students or staff who may show signs of illness.</p>
<p>☒ 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.</p> <ul style="list-style-type: none"> ● School nurse and health staff in close contact with symptomatic individuals (less than six 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. 	<p>→ There will be a designated isolation area in the Centennial Transition Center. It will have 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. The district Isolation Space Considerations & Procedures provides specific guidance that includes all of the required elements and states that anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p>
<p>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p>	<p>→ The district Isolation Space Considerations & Procedures provides specific guidance for safely transporting anyone who is sick to their home or to a healthcare facility.</p>
<p>☒ 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."</p>	<p>→ The district will provide written and verbal guidance indicating that: "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."</p>

- ☒ 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.

- Consultation has occurred with the Multnomah Education Service District (MESD) Health Services Department, School Nurses and other district personnel with related experience in development of protocols, teaching tools and assessment of symptoms.
- School nurses and other trained staff will record and monitor the students and staff being isolated or sent home for the Multnomah County Health Department review. This information will be documented through Communicable Disease Surveillance Logs.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment 	<ul style="list-style-type: none"> → All students will be enrolled following the Oregon Department of Education Guidelines. Online enrollment and annual verification will be encouraged in order to limit the necessity for parent/guardian on-site visits and to ensure the most up to date contact information is available. → For the Centennial School District, the temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students which includes: <ul style="list-style-type: none"> ◆ The ADM enrollment date for a student is the first day of the student's actual attendance. ◆ A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ◆ If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ◆ Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. → As a district, we recognize and believe that student attendance and engagement is extremely important and linked to school success. If a student has stopped attending for 10 or more days, we will continue to try to engage the student. At a minimum, we will attempt to contact 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.

per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.

- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

- As has been prior practice, when enrolling a student from another school, each of our 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. We can not “drop” a student until we have received documentation from another school that a student has enrolled.
- Attendance practices and procedures will account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, staff at CTC will reach out to offer support at least weekly until the student has resumed their education
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, we will continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	→ This requirement does not apply for the Centennial Transition Center.
<input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	→ This requirement does not apply for the Centennial Transition Center.
<input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	→ The Centennial Transition Center will take attendance at least once for each scheduled interaction with each student, so that our school district can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
<input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.	→ This requirement does not apply for the Centennial Transition Center, but will apply to our district k-12 program.
<input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.	→ Families will be provided clear and concise descriptions of student attendance and participation expectations as well as what the family involvement expectations are that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	→ The Centennial Transition Center will clean district-owned or <i>school-owned</i> devices per guidance provided. Also, each device brought in for updates, repair, return, inventory, or redistribution will be cleaned and sanitized. See also 2d below for daily cleaning for shared devices if any.

☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.

→ The school district will continue to develop and adapt procedures for return, inventory, updating, and redistributing district-owned devices ensuring proper PPE usage and social distancing when interacting with staff and families.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p> <p>☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p>☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p>☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p>☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</p>	<p>→ Handwashing: All individuals at CTC will be advised and encouraged to wash their hands frequently. Hand sanitizer will be provided when hand washing is not possible.</p> <p>→ Equipment: All classroom supplies will be cleaned and sanitized before use by another student or cohort group.</p> <p>→ Events: Time in the community will only occur if deemed appropriate by the superintendent. CTC does not typically hold assemblies, athletic events, or special performances. Any school wide parent meetings, and other such large events will be cancelled or held virtually until deemed appropriate by the superintendent.</p> <p>→ Transitions/Hallways: Hallway traffic directional markers will be evident to show travel flow. Students will be instructed to follow the directional markers. Classroom line up: Students line up in cohort classes outside and in the gym / lunch room / other common areas, keeping social distancing and more than 6 feet between cohort groups. Line up areas are marked with visual cues to indicate adequate distancing.</p> <p>→ Personal Property: Each classroom will have limits on the number of personal items brought into the school. A listing of needed items will be sent home prior to classes starting (water bottle, school supplies, phones, books, etc). All personal items brought to school must be labeled and not shared with other students.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance).</p> <p>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. </p>	<p>→ CTC will develop an entry and exit process that will ensure social distancing and space between cohorts is maintained. Parents, students, staff and community partners will be advised of protocols to ensure social distancing is maintained. The building administrator will evaluate the use of additional exterior doors and floor markings to ensure appropriate flow of hallways and sidewalks.</p> <p>→ CTC staff will create schedule(s) and communicate staggered arrival and/or dismissal times to students, families, staff and the transportation department.</p> <p>→ An adult will be present at each door upon entrance and exit of the building during arrival and dismissal to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance) and follow the district screening procedures.</p> <p>→ The Centennial School District will ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the Multnomah County Health Department. Each cohort will have attendance taken daily, and adults will sign in and out of each cohort.</p> <p>→ CTC will be provided with touchless hand sanitizer stations as needed to ensure hand sanitizer access upon entry and in high</p>

- ☒ 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.

touch common areas. Parents and students will be informed via translated documents, website and phone calls of school expectations for drop-off/pick-up of students. Visual cues and verbal cues will reinforce this. Staff will be assigned to assist with flow as needed.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ➔ Seating: Staff at CTC and the building administrator will ensure student desks and tables allow for six feet of space between students, students will be assigned seats and sit in the same seat in each cohort assigned at all times. ➔ Materials: Instructors will limit sharing of community supplies. If supplies are shared, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. ➔ Handwashing: Staff at CTC will ensure age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. Visual cues will be posted for students and staff.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ 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. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. 	<ul style="list-style-type: none"> ➔ CTC does not have a playground on site. ➔ Students will be informed and expected to wash their hands with soap and water for 20 seconds, after using the restroom. Soap must be made available to students and staff. ➔ CTC does not have a playground on site. ➔ CTC does not have a playground on site. ➔ Students must wash hands before and after using playground equipment or use hand sanitizer. Cleaning requirements must be maintained per (see section 2j of the Ready Schools, Safe Learners guidance). ➔ All buildings will maintain physical distancing requirements, stable cohorts, and square footage requirements. ➔ Signage and other visual cues will be used to ensure appropriate access to play space and equipment. ➔ When students are outside during breaks or lunch, information and expectations around physical distancing and maintenance of stable cohorts will be in place.

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> → All outdoor equipment (including basketballs) will be cohort specific if possible and cleaned daily and disinfected daily. Schedules will be developed in light of cohort usage and cleaning / disinfecting. → All school buildings will limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.
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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<ul style="list-style-type: none"> → The Dining Services Supervisor has been included in the meal services/nutrition staff in planning for school reentry. → None of the schools within our district will provide self-service buffet-style meals. → At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. → Staff serving meals will wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). Face shields will be provided and maintained in the district-wide warehouse for staff use. → Staff at CTC will ensure age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. Visual cues will be posted for students and staff. → Across the district, appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) will occur in classrooms where meals are consumed. → Staff will ensure cleaning occurs at meal touch-points and meal counting systems between stable cohorts. → Schedules will be developed in light of cohort usage and cleaning/disinfecting. → Staff must remove their face coverings during eating and drinking. Due to this, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Staggered timing for staff breaks in order to prevent congregation in shared spaces will be considered. All school buildings will limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of 	<ul style="list-style-type: none"> → The Transportation Supervisor and the Transportation Scheduler have worked through this process. The department was involved in developing cleaning protocols and discussions with other transportation departments as well as attending regional discussions on the topic. Transportation will document who is assigned to the bus route. → Buses will be cleaned (high touch areas) between cohorts. Buses will be scheduled with one student in each seat, using alternative sides of the seat per recommended diagrams.

the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).

- ☒ 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.
 - 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.
 - The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
- ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.
- ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- ☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.

Visual cues will be utilized as necessary. Students will wear masks per the guidance in section 1h. of the *Ready Schools, Safe Learners* guidance. An isolation seat will be designated in each bus. Drivers will visually observe students for signs of illness. Families will be encouraged to review their student's health prior to sending them to bus stops.

- Students will be taught social distancing while waiting for the bus, they will be allowed on the bus and to their assigned seat using social distances. If a bus driver observes a student that may be displaying any of the COVID-19 symptoms, the driver will notify dispatch. Dispatch will notify the school.
 - ◆ The student will be provided a face shield or face covering (unless they are already wearing one). The symptomatic student will be seated in the first row of the bus during transportation, and multiple windows will be opened to allow for air circulation, if feasible.
 - ◆ The symptomatic student will leave the bus first and all surrounding surfaces will be cleaned and disinfected.
 - ◆ Once the school is notified, they will ensure a staff member will meet the bus and move the student to the isolation room. The school's custodian will assist in cleaning the bus during the high touch area cleaning, if needed.
- The transportation special education router will review student enrollment and interact with parents / guardians of students who may require additional support to maximize safety of all students and staff.
- Drivers will be provided with masks and / or face shields to use as appropriate. All drivers will have an extra face mask on the bus. Extra masks will be on the bus for students.
- Parents and students will be informed via translated documents, website and phone calls of transportation services expectations. Visual cues and verbal cues will reinforce this.
- Students who wear face coverings in grades Kindergarten and up will be [encouraged to follow recommendations for the CDC Face Coverings](#). Signage, models and verbal reminders will be a part of preventive measures taken at all of our buildings.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	→ 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 cohort uses or at least 3 times per day. CDC Guidance for Cleaning .
☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance .	→ All play equipment will be cohort specific if possible and cleaned daily and disinfected daily. Schedules will be developed in light of cohort usage and cleaning / disinfecting.
☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	→ We will use the Six Steps for Safe and Effective Disinfectant Use Guidelines handout following all cleaning safety protocols.
☒ 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	→ To reduce the risk of asthma, the Centennial School District will only choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or

<p>asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p> <ul style="list-style-type: none"> ☒ 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. ☒ 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. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p> <ul style="list-style-type: none"> ➔ Building principals will evaluate the system (in consultation with their head custodians) 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. ➔ To increase ventilation when feasible, buildings will open doors and windows for outdoor air circulation. Ventilation systems will be checked and maintained monthly by maintenance staff. The building administrator or designee will coordinate with the maintenance staff to ensure proper air flow. ➔ Considerations will be made for the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ➔ Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ➔ Maintenance staff will access Oregon energy trust to maximize understanding and take reasonable steps to ensure filtration and appropriate air circulation.
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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<ul style="list-style-type: none"> ➔ Buildings will follow our Isolation Space Considerations & Procedures that will be 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. This also includes: the Multnomah County Health Department sealant program. It will continue to be self-sufficient as always, and their dental providers are experts in infection control. They are committed to providing safe services that are aligned with the ODE and CDC guidelines, including physical distancing, adhering to cohorts, wearing appropriate personal protective equipment, hand washing, cleaning, disinfecting, and following the most stringent infection control practices (as outlined on page 10 “Key Principles for Reducing Exposure”). ➔ Centennial School District collaborates with the MESD to ensure health professionals are represented in our health services decision making. The MESD is working with the OHA and ODE to ensure compliance with all health related requirements.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <input checked="" 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. <input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.	<p>→ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> ◆ At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ◆ Fire drills must be conducted monthly. ◆ Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ◆ Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p>→ All safety 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.</p> <p>→ All school staff will be reminded that when or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p>

<ul style="list-style-type: none"> ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. 	<ul style="list-style-type: none"> → Each building will provide pre-teaching around how to conduct drills safety and in accordance with social distancing requirements. → All staff will be trained on safety drills for our Standard Response Protocols (SRP) prior to students arriving on the first day on campus in hybrid or face-to-face engagement. → If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). → Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. 	<ul style="list-style-type: none"> → Staff across the Centennial School District attempt to utilize a variety of proactive/preventative and culturally relevant strategies (including components of Collaborative Problem Solving) to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. Student teams consider what possible antecedents might be and where possible will try to minimize student and staff dysregulation. Across our district, we will continue to emphasize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year as well as the current context that our students, staff and families are a part of due to COVID-19, disparities across institutions (including access to health care, food, housing, etc.) and continued systemic racism. Staff will receive additional professional development throughout the year in order to increase their awareness and skills. → As a district, we will be increasing our understanding of social emotional needs as outlined in the Centennial School District Social Emotional Learning (SEL) Guiding Principles. → Throughout the school year, staff will be provided training that builds awareness and skills around de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion and their own self-regulation. → Each building in our district will need to plan for the impact of behavior mitigation strategies on public health and safety requirements including when students elope (leave) an area; their behavior requires them to be isolated from peers and results in a room clear; they engage 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). Staff will need to examine how the role of race, culture, language, age, ability, gender and/or sexual orientation may be factors in the behaviors students are demonstrating and proactively

- *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 deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

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

problem-solve how to support the student in meeting their needs while recognizing their needs through care, connection and relationships. Our district utilizes Multi-tiers of supports to determine student needs and address them through instruction, interventions and/or other supports.

- Building custodians will be informed when spaces are unexpectedly used to de-escalate behaviors so that they can be appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.
- Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation) OR staff will be provide disposable, single use items.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit.	→ Building and district administrators will review the " Planning for COVID-19 Scenarios in Schools " toolkit provided by ODE and incorporate new information to practices in place.

<input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	→ The Centennial School District coordinates with our Local Public Health Authority (LPHA): Multnomah County Health Department by following the 2020-21 School District Initiated Report: MESD-School Health Services: Communicable Disease Investigation Procedure.
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3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	→ Building and district administrators will review the " Planning for COVID-19 Scenarios in Schools " toolkit provided by ODE and incorporate new information to practices in place.
<input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.	→ If any schools are closed within our district, we will implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.
<input checked="" type="checkbox"/> Continue to provide meals for students.	→ Upon building & classroom closure, the district will continue to provide meal services

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	→ Building and district administrators will review the " Planning for COVID-19 Scenarios in Schools " toolkit provided by ODE and incorporate new information to practices in place.
<input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	→ If there is a classroom or school closure, we will following guidelines provided by the MESD, Multnomah Health Department and outlined by the CDC to clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.
<input 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.	→ Based on direction from the MESD or Multnomah Health Department, the Centennial School District will consider when we can begin to bring students back into On-Site instruction. <ul style="list-style-type: none"> ◆ Considerations will include: smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.



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>