

## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 3/22/2021

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out the following information for your school, district or program:

Information Needed	Your Response
Name of School, District or Program	The Cottonwood School of Civics & Science
Key Contact Person for this Plan	Amanda Keane McAdoo, Executive Director
Phone Number of this Person	(503) 244-1697 x301
Email Address of this person	amandamcadoo@thecottonwoodschool.org
Sectors and Position Titles of Those Who Informed the Plan	Amanda McAdoo, Executive Director Susan Hathaway, Academic Director Sarah Anderson, Place-based Coordinator Kristin Krem, School Counselor Teacher Team: Morgen Kelm, grades 4/5 Emily Conner, grades 7/8

	Chris Wyland, grades 7/8 Kimberley Bonder, Kindergarten
Local Public Health Office(s) or Officer(s)	Multnomah County Public Health Department
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Amanda Keane McAdoo, Executive Director
Intended Effective Date for This Plan	Week of April 5th, 2021
Educational Service District Region	MESD

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.

We actively engaged families through individual conversations, letters, surveys & Zoom meetings. Zoom meetings have mostly been held in the late afternoon/evenings to accommodate working families' schedules. In analyzing the survey results we pulled out our historically marginalized communities to see how these groups aligned with our whole school response and adjusted accordingly. As always, the community was invited to school board meetings where the plans were discussed and public comment was open. Our blueprint is also being reviewed by the LPHA and Tribal Consultation.

3. Place an X next to the Instructional Model to be used

- a. On-Site Learning
- b. Hybrid Learning **X**
- c. Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.

5. If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

## **ESSENTIAL REQUIREMENTS FOR HYBRID OR ON-SITE OPERATIONAL BLUEPRINT**

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

### **Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)**

#### **Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION**

- Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).
  - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
  - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).

- Not later than the week of April 19, 2021 all public middle and high schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green row in the chart in Section 0b).
  - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 26, 2021 and is using the week of April 19, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of April 19, 2021 and has communicated a plan to families and staff with a start date on or before the week of May 3, 2021 and is using the week of April 26, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
  - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
  
- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when responding in partnership with a local public health authority or the Oregon Health Authority to control active transmission of COVID-19 in the school setting.
  
- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red row in the chart in section 0b. Public middle and high schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red or yellow row in the chart in section 0b. When county trends are increasing, pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place. Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.
  
- If your public or private school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, an elementary school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID.

This resource is available to all schools in Oregon. [See guidance from the Oregon Health Authority.](#)

- Schools required to offer access to this program will have two-weeks to be registered, trained, and administering the program when, or if, metrics change in their county in a way that makes this program a requirement.
  - The metrics found in the 0b Section of RSSL are what determines if a school is required to offer the program.
  - The school testing program offers an additional risk-mitigation strategy that is relatively low-burden and can help offset impacts of operating when community spread is higher even if school transmission is low/absent and RSSL protocols are firmly in place. This requirement applies anytime a school is operating in an Instructional Model that is not aligned with the county metrics case data. This is true whether your school began operating in August/September, or took a pause, or opened on January 4, or is just opening for the first time.
  - The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs.
  - Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register.
- If your school is operating an On-Site or Hybrid Instructional Model, the school also must provide a distance learning option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
  - All public and private schools are required to keep their Operational Blueprint up-to-date on [ODE's website](#) and to submit weekly "[Status Reports](#)" that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

## **Plan Details for 0a.**

Cottonwood School will be operating in a Hybrid Model for the remainder of the 20/21 school year.

In light of Governor Brown's recent executive order requiring schools to offer in-person learning to all and feedback from both staff and families, we are excited to implement our newly revised hybrid instruction model. The new Hybrid model reserves mornings for distance learning for all students.

Hybrid students (50%) will attend in person in the afternoons. In addition, one day a week 90% of our students will participate in outdoor learning via a partnership with Portland Parks and Rec. This model, developed in response to our family survey (100% participation), allows for 90% of our school children to participate in some form of in-person school activity that feels safe to them!

We believe this model provides the most equitable access to core academic instruction for all students, provides the most consistency for students and is more sustainable for teachers. Here are the main reasons:

- Students, overall, have gotten the hang of participating in academic classes in the mornings on Zoom, so continuing to provide their core academic classes through distance learning keeps that instruction consistent for all students.
- Our survey results indicated that 73% of our families were satisfied with remaining in CDL. Only 27% of our families preferred a hybrid model.
- When looking at our BIPOC, Special Ed. and Free and Reduced Lunch students, their results either agreed with the community as a whole or leaned more strongly toward a distance learning model, adding further support to a model with a stronger distance learning piece.
- This model provides outdoor park meetups for all grades which was a preferred way of gathering safely in person for over 90% of students.
- This model gives us flexibility to provide additional support beyond these baseline amounts for students who may need additional time on-site.
- This model eliminates the need for live streaming instruction, an approach that was not favored by our teachers or many families and requires a learning curve that doesn't make sense with the small amount of time left in the school year.

## **Public Health Protocols (Section 1 of the RSSL Guidance)**

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

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
  - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management

plan, including making the plan available to employees at their workplace.  
Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).

- [OSHA has developed a sample infection control plan.](#)
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an

LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).

- If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
- Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information
  - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- See supplemental guidance on LPHA/school partnering on [contact tracing](#).
  - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

## Plan Details for 1a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

The Cottonwood School (CSCS) follows the published Communicable Disease Guidelines from the Oregon Department of Education, the Oregon Health Authority, and the Multnomah Education Service District.

## MESD COMMUNICABLE DISEASE PLAN

Amanda McAdoo is responsible for establishing, implementing and enforcing physical distancing requirements.

CSCS has reviewed CDC, OHA, ODE, American Academy of Pediatrics and Multnomah County Health Department (MCHD) guidance. CSCS administration has been working to digest all information and amendments from Ready School, Safe Learners. Training on Chapters 1-3 of RSSL for all school staff will be done as hybrid classes return to the building, late March 2021.

The Executive Director is responsible for notifying MCHD of any confirmed COVID-19 cases, or any cluster of illness among staff and students, as well as cooperate with recommendations and provision of logs and information.

Amanda McAdoo is responsible to ensure systematic disinfection of all building areas. The building will be cleaned nightly with a full disinfecting of touch surfaces throughout all common areas. Between cohorts, we will maintain cleaning and full disinfection of touch surfaces throughout all common areas while also implementing spray disinfection within each classroom. These practices will be expanded to the care room, while also spray disinfecting as needed (between each use).

Students will be visually screened by staff for symptoms upon arrival each day, before entering the building. All logs will be kept electronically and updated daily to ensure timely transfer as needed. Our school secretary will manage daily logs and work with teachers to keep them updated frequently throughout the day.

An isolated care room has been established to prevent physical contact with others. Students with assumed exposure will wait in this room with designated staff until a parent and/or guardian are able to pick them up. PPE will be provided for both the student, staff, and parent in these situations.

The Executive Director will ensure communication of potential COVID-19 cases to the community.

The School Secretary will manage daily logs kept by each cohort according to MCHD guidelines. The Executive Director will consult with MCHD if anyone enters who is diagnosed with COVID-19, and will lead the response to potential outbreaks in coordination with MCHD.

## **Requirements for 1b. HIGH-RISK POPULATIONS**

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

## **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:

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

· Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).

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

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

services' in order 'to assist a child with a disability to benefit from special education.'

- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

## Plan Details for 1b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

CSCS does not have a school nurse, and will rely on MCHD and student doctor's guidance in managing additional nursing services needed. Administration is working with families to identify needs within the community around student health and wellness. As we return to in-person instruction we will be offering an online version to students who are not able to return to the building due to underlying health concerns, whether personal or within their direct cohort at home.

### Students

- All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction.
- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.

### Staff

Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.

- Redeployed options where possible could include:
  - On-line instruction and support
  - Maintenance projects, custodial work, office work without student/staff contact
- Staff could consider all leave options as well

## Requirements for 1c. PHYSICAL DISTANCING

· Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.

· Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.

· Middle and High School Level when at a county case rate of  $\geq 200$  (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.

· All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.

- Consider physical distancing requirements 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. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.
- Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.
- Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

### **Plan Details for 1c.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Cohorts will not be larger than 18 students (dependent on classroom size) to support a minimum of 35 square feet per person. All upholstered furniture that encourages clustering and is difficult to clean has been removed from classrooms. Furniture has been purchased to maintain required distance in all classrooms.

Hallways will be marked for wayfinding and all locations where students are expected to line up are marked for 6 ft of distancing.

Students will attend in rotating groups. K-5 will follow an A cohort system where each cohort attends 3 half-days of in-person classes and 1 half-day and 3 full days of synchronous/asynchronous classes, equaling 5 full days of school per week. Cohorts will be assigned M/T afternoons for in person attendance.

6-8 will follow an A/B cohort system where each cohort attends 1 half-day and one full day(outside) of in-person classes and 1 half-day and 3 full days of synchronous/asynchronous classes, equaling 5 full days of school per week. Cohorts will be assigned M or T afternoon in person attendance and all day Friday outside.

Only half the students will be on site at any given time, approximately 105 students.

Students will arrive, depart, and operate on staggered schedules using specific entrances and exits based on their cohort assignments. CSCS will use all available entrances/exits to maintain as much distance as possible between the cohorts. [ARRIVAL & DISMISSAL PROTOCOL](#)

Screening will be done by staff outside at designated arrival locations before walking in to be greeted by their teacher with a good morning and hand sanitizer. Every two cohorts, of not more than 18 students, will have one staff member screening to reduce time standing in lines and to help social distancing at arrival.

Hygiene, mask wearing and physical distancing will be explicitly taught and become a regular part of school culture and curriculum.

#### **Capacity for School Settings:**

- The Great Room:  
usable ft2 1421: no more than 40 people
- Front Entry Room inside front doors  
usable ft2 116 : no more than 3 people
- Front Copier Area behind long desk  
usable ft2 52 : no more than 1 people
- Amanda's Office  
usable ft2 142 : no more than 4 people
- Susan's Office-Isolation room  
usable ft2 115 : no more than 3 people
- Kathy's Office  
usable ft2 43 : no more than 1 people
- Business Office  
usable ft2 105 : no more than 3 people
- Shared upstairs Office Space  
usable ft2 84 : no more than 2 people
- Waiting area outside Susan's office  
usable ft2 75 : no more than 2 people
- Earth Room  
usable ft2 75 : no more than 2 people
- Water Room  
usable ft2 70 : no more than 2 people
- Sky Room  
usable ft2 70 : no more than 2 people
- Griffin Den  
usable ft: 192 no more than 5 people
- Kindergarten Room  
usable ft2: 547 no more than 15 people
- Angie's 1/2 Classroom  
usable ft2: 550 no more than 16 people
- Noelle's 1/2 Classroom  
usable ft2: 555 no more than 15 people
- Fawn's 3rd Classroom  
usable ft2: 495 no more than 14 people
- Daniel's 4/5 Classroom

- usable ft2 : 520 no more than 14 people
- Morgen's 4/5 Classroom  
usable ft2: 572 no more than 16 people
- Lisa's 6th Classroom  
usable ft2 : 495 no more than 14 people
- McLean's 7th Classroom  
usable ft2: 640 no more than 18 people
- Chris' 8th Classroom  
usable ft: 589 no more than 16 people

### **Student Population By Level and Grade**

#### K-5

Kindergarten: 22

1st grade: 21

2nd grade: 22

3rd grade: 24

4th grade: 23

5th grade: 23

Total Combined: 135

#### MS

6th grade: 23

7th grade: 24

8th grade: 23

Total combined: 70

## **Requirements for 1d. COHORTING**

- Establish stable cohorts:
  - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards , and peers.

- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

## **Plan Details for 1d.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Classes are assigned to spaces based on physical distancing guidelines. Each class will be split into two smaller cohorts, if needed, that will attend on a rotating schedule.

Cohorts will be reevaluated when social distancing measures are updated.

Classes will have assigned entrances and bathrooms

Cleaning and wiping surfaces will be part of the daily routine, attended by cleaning staff, teachers and students.

CSCS will keep logs manually that will be entered electronically at the end of each day. Classroom teachers will keep daily logs that are updated for transitions between teachers to ensure proper record keeping and to track which teachers students have been in contact with on a given day. Tracking attendance carefully within cohorts will be critical to support contact tracing.

### 1) Kindergarten - 8th Grade Classroom Cohorts

- These grade band cohorts are maintained throughout the year.

Touchless hand sanitizers will be installed outside every classroom door allowing for every staff member to easily sanitize their hands before entering any room.

## **Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING**

- Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see

section 8b for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.

- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

## **Plan Details for 1e.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Health protocols will be shared with staff and families. Cottonwood COVID-19 information will be available publicly on the school website.

This webpage is updated regularly with new information released by OHA, ODE, MCHD, and other resources.

We will follow MCHD guidance in communication with those who have come into close contact, and when a new case is diagnosed.

Communications:

- [Letter to Staff and Families About Positive Case](#)
- [Notification About Exposure](#)
- [Notification to Families About Closure to In-Person](#)
- [Script for Teachers Positive Case](#)
- [Initial Response to Any Scenario Checklist](#)
- [OSHA LETTER](#)

## **Requirements for 1f. ENTRY AND SCREENING**

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.

- Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
- In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
- Emergency signs that require immediate medical attention:
  - § Trouble breathing
  - § Persistent pain or pressure in the chest
  - § New confusion or inability to awaken
  - § Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  - § Other severe symptoms

- Screen all *elementary grade* students for symptoms on-site every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. *Secondary students must also be screened every day. This can be done off-site, prior to coming to school.*

- Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.<sup>[4]</sup>

- Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)

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

- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools”](#) and the [COVID-19 Exclusion Summary Guide](#).

- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See [the COVID-19 Exclusion Summary Guide](#).

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

## Plan Details for 1f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

CSCS will follow these requirements under the guidance of MCHD. Students and staff are required to stay home no less than 72-hours after falling ill, unless they are confirmed to have an unrelated illness. For confirmed cases of COVID-19 CSCS will follow the guidance of no less than 10-days after symptoms have been presented and at least 72- hours after the fever has broken. Students and staff who have come into contact with a confirmed case of COVID-19 will be directed to self quarantine for no less than 14-days. Staff will screen students outside before the start of the school day and they will log this information. Any students who do not pass the screening will be sent home with the person who dropped them off or held in the care room while awaiting pickup. Touchless hand sanitizer dispensers have also been installed at all entrances of the building and outside of every classroom.

### Screening Students:

Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is brought to the Care room. \*Follow established protocol from MCHD (see section 1a). Screening will include updating the cohort or individual student logs.

### Entry

#### K-8 Students

- After screening students will walk to class. Students will enter from assigned doors (front or side) into the building to meet their teacher at their classroom door.
  - Students will wash hand/use hand sanitizer at entry

### Screening Staff:

- Staff are required to report to the administrator when they may have been exposed to COVID-19.
- Staff are required to report to the administrator when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.

## Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
  - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
  - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.

· Visitors/volunteers must maintain 6 feet of physical distancing, wear face coverings, and adhere to all other provisions of this guidance.

## **Plan Details for 1g.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Volunteers will be unable to work on-site. Adults in school buildings are limited to essential personnel only.

Visitors will only be able to enter the school on official school-related business. Visitors will be screened upon entry and all hygiene protocols will be followed according to OHA and CDC guidelines.

Parents do not have access to the building. Only staff and service providers have access (outside of school hours)

### **Visitors/Volunteers**

- Visitors/Volunteers will be unable to work in schools. Adults in the school building are limited to essential personnel only.
- We will have trained parent volunteers to help with social distancing and teacher support when learning outdoors at Willamette & Albert Kelly Parks. [Training PowerPoint](#)

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

· Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.

· Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.

· Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.

· Face coverings should be worn both indoors and outdoors, including during outdoor recess.

· "Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:

- Provide space well 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 or less “sensory break;”
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering.
- Face masks<sup>[5]</sup> for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
- [Additional guidance](#) for nurses and health staff.

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

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

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

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

· Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

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

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
2. Not make placement determinations solely on the inability to wear a face covering.
3. Include updates to accommodations and modifications to support students in plans.

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

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.

· If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,

· If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

· For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

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

## Plan Details for 1h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

All Cottonwood School employees are required to wear face coverings when working, both indoors and outdoors.

Wearing of face coverings indoors (and outdoors unless able to maintain 6 ft. distancing) is required in Multnomah county for everyone age 5 and above, except with ADA accommodations or legally documented medical exemptions.

Protective Barriers will be used by Speech & Language Pathologist and Special Education support staff as necessary.

Group mask breaks” or “full classroom mask breaks” are not allowed.

If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:

- Staff should provide space away from peers while the face covering is removed. All classrooms have a designated spot where a student can sit and take a 2-3 minute “sensory break;” This spot will be disinfected by the teacher after each use.
- If needed, a staff member will provide instructional support to effectively wear a face covering and re-engage the student.
- Students will not be shamed or punished for having a difficult time wearing a face covering.

[Face Mask SOP](#)

## Requirements for 1i. ISOLATION AND QUARANTINE

· 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.

· Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).

- 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 6 feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
- 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 for providing care to students with complex needs.

· Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.

- School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
- After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- If able to do so safely, a symptomatic individual shall wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.

· Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

· Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)

· Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).

· Record and monitor the students and staff being isolated or sent home for the LPHA review.

· The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

## **Plan Details for 1i.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Cottonwood has an isolated care room that has been set aside for students exhibiting symptoms during the school day. Cottonwood screens all students at the time of arrival. Students who are not feeling well, but are not exhibiting COVID symptoms may wait in the office, separate from those who may have COVID.

- Leadership team will connect weekly with the school secretary (acting as nurse) on updates for plan and isolation measures taken to that point.
- All students who become ill at school will remain at school supervised by staff until they can be picked up in the designated isolation area (Academic Director's office will be converted into our care room).
  - Students will be provided with PPE.
  - Staff should wear a facial covering & PPE and maintain physical distancing, but never leave a child unattended.
- All students who become ill at the park will be isolated from others with a comfortable reclining chair. The student(s) will be supervised by staff until they can be picked up in the designated park isolation area.
  - Students will be provided with PPE.
  - Staff should wear a facial covering & PPE and maintain physical distancing, but never leave a child unattended.
- While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
- Staff will maintain student confidentiality as appropriate.
- Daily logs must be maintained containing the following:
  - Name of students sent home for illness, cause of illness, time of onset; and
  - Name of students visiting the office for illness symptoms, even if not sent home.
- Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or MCHD guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
  - the passage of 14 calendar days after exposure; and
  - symptoms are improving.

## **Facilities and School Operations (Section 2 of the RSSL Guidance)**

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

extra-curricular activities requiring additional considerations (see section 5f of the **Ready Schools, Safe Learners** guidance).

## Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
  - The ADM enrollment date for a student is the first day of the student's actual attendance.
  - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
  - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
  - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.

- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

## **Plan Details for 2a.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- All students will be enrolled following the Oregon Department of Education guidelines.
- During the Hybrid model students and families will choose if they will return on-site with in-person or remain in distance learning. Students are also given a weekly half day(K-5) or full day(6-8) outdoor learning opportunity.
- K-5 Students enrolled in hybrid learning will participate in in-person learning three half-days, and a mix of synchronous and asynchronous online learning for 1 half-day and 3 full days each week, equaling 5 full days of school per week. 6, 7 & 8 will attend 1 half-day and 1 full-day of in-person classes and 1 half-days and 3 full days of online classes, equaling 5 full days of school per week. Cohorts will be assigned M/T in person attendance and all day Friday meetup outside.
- Only half the students will be on site at any given time, approximately 105 students.
- Students remaining in the Comprehensive Distance Model will continue to participate through synchronous and asynchronous learning each day. Many will attend the weekly outdoor learning opportunity.
- For the 2020-21 school year, the ODE has temporarily suspended the “10-day drop,” with the expectation that a student will only be unenrolled when a school or district has received notice that they’ve been enrolled in another setting.
- Student enrollment date is established by the first day they attend.
- If a student has not attended in 10 days, we will continue to attempt to contact students and families to offer support at least weekly & encourage attendance.
- If a student has a pre-excused absence or COVID-19 absence, we will continue to reach out to offer support (at least weekly) until the student has resumed their education.
- If 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.

## **Requirements for 2b. ATTENDANCE**

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

- 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).
- 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).
- 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.

- 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.
- 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.

## **Plan Details for 2b.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Attendance will be taken daily on instructional days.
- Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.
- The secretary will notify the Executive Director when an absence has gone beyond 3 days.

The ability to continue to monitor attendance, as a proxy for engagement, is one of the most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with attendance data is the relationship between student attendance and student achievement. It is our goal to support students and families by providing resources for anyone who might be experiencing challenges with active engagement, staying connected and accessing their learning.

or any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

- Students at CSCS will have their attendance taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
- CSCS will 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.
- Attendance can be participation in class activities, work completion or two way interaction with a teacher during a school day or two way interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent for the day.

## **Requirements for 2c. TECHNOLOGY**

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d).

- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

### Plan Details for 2c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Conduct family technology and connectivity survey
- Plan for technology support and replacement, including budget
- Assign Chromebooks to all students as needed
- Hot spots will be available for checkout for those that do not have adequate connectivity.
- Use CSCS Chromebook Check-Out Form
- The Academic Director will continue to support our family and educator technical needs and alert Obando Computing as needed.
- Each device brought in for updates, repair, return, inventory, or redistribution will be cleaned and sanitized.

### Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

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

### Plan Details for 2d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- **Handwashing:** Staff will provide age-appropriate hand washing education and define appropriate times to wash hands. All students will have access to hand washing/hand sanitizer before entering the building. Opportunity for frequent hand washing/sanitizing will be provided throughout the school day.

- **Equipment:** All classroom supplies and Recess equipment will be cleaned and sanitized before use by another student or cohort group.
- **Safety Drills:** During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.
- **Events:** Field trips will be designed virtually unless outside with appropriate physical distancing maintained or the venue can share OHA/CDC protocol for their building and the visit in advance. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.
- **Transitions/Hallways:** Hallway traffic direction marked to show travel flow. Transitions kept to a minimum..
- **Personal Property:** Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, backpack, phone etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.
- **Restrooms:**
  - K-3 students will use assigned downstairs bathrooms
  - 4--8 will use ADA bathrooms. All bathrooms will be cleaned at a minimum 1x daily.
  - Middle School cohorts will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

## Requirements for 2e. ARRIVAL AND DISMISSAL

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
  - Eliminate shared pen and paper sign-in/sign-out sheets.
  - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly

communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. Plan Details for 2e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Students will arrive via parent transport at 12:30 and 12:45 pm. At that time students will go to their designated entries to be screened as noted in section 1f Entry and Screening of this document.

Hand sanitizers and washing stations have been installed throughout the building.

#### Arrival and Entry Protocol:

- Staff will supervise student arrival to school.
- Students will go directly to their assigned entry doors.
- Parents will be allowed to drop-off students at assigned line-up location

#### **Screening Students:**

- Students will be visually screened by staff upon arrival to the assigned entry.
- When the screening indicates that a student may be symptomatic, the student will be sent home with the adult bringing them or directed to the office.
- Screening will include updating the cohort or individual student logs.
- Each staff member will use a sign-in/sign-out protocol to help facilitate contact tracing.
- Staff will fill in the information and not allow a shared pen/paper.

#### **Entry:**

- After screening children will enter through assigned doors to their classroom door where the teacher will greet them and give hand sanitizer.
- Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.
- The need to keep drop-off/pick-up interactions as brief as possible will be shared with families
- Line-up locations and designated one-way traffic flow will be marked

#### **K-3 Cohort A, 12:30, M/T**

Students arrive at 12:30 (K-3) & lineup for screening check-in outside. Screeners: 1.Susan, 2. Amanda  
After screening students will head directly to their classroom. Teachers address each student with hand sanitizer and greeting upon entry into the classroom.

School starts at 12:45

#### **Middle School Cohort A, 12:45, M/T**

Students arrive at 12:45 (4-8) & lineup for screening check-in outside. Screeners: 1.Susan, 2. Amanda  
after screening students will head directly to their classroom. Teachers address each student with hand sanitizer and greeting upon entry into the classroom.

School starts at 1:00

#### **Screening Staff:**

- Staff are required to report to the administrator when they may have been exposed to COVID-19.
- Staff are required to report to the administrator when they have symptoms related to COVID-19.

- Staff members are not responsible for screening other staff members for symptoms.

### **Dismissal**

K-3 Dismissal, 3:15

**Grades K-2** will be picked up at the garage doors on the east side of our building. Please arrive wearing a mask and line up with social distancing protocol. We will pull children from their classrooms to be dismissed as parents arrive.

**3rd Grade** will be dismissed from the front yard. Parents will line up outside the front gates and children will be dismissed to them by Teacher Fawn.

**At 3:30 students that are not picked up will be brought into the great room to await pick up.**

4-8 Dismissal, 3:30

**Older siblings that have younger siblings to pick up will be released at 3:25 to pick up their sibling(s) and leave the school grounds together.**

4-8 will be dismissed from their classroom one by one to head out their assigned exit door. They will be expected to leave the school grounds promptly.

### **PARK DAYS - Willamette Park**

#### **K-5 Thursday, 1:00-3:30**

We will have 13 Cottonwood Staff members on site to support park days.

**Kindergarten and 3rd Grade** will be dropped off at 1:00 and picked up at 3:30 on the south side of the boat ramp. Cottonwood staff will be there to collect and release K & 3rd. Turn left into the last boat ramp parking lot lane and watch for Cottonwood staff on the immediate right side. Pull over and let your children out on the right side of your car. Due to physical distancing we will not be able to unbuckle or help your child out of the car. It may be difficult to have younger children get out quickly on their own. If needed please park and walk your kindergartener over to the drop off spot. Do not let children walk through the parking lot on their own. Staff will take attendance, screen and lead all K & 3rd grade students to their class spot.

**First & Second graders** will be picked up and dropped off at the southernmost end of the park. Parents will head south, past the boat ramp parking and tennis courts (on the left) and bathrooms to the Cottonwood greeter (on the right after the road curves towards the river). Please teach your student(s) how to undo their seat belt and ready themselves to hop out. Once stopped, your student(s) will get out on the curbside. Due to physical distancing we will not be able to unbuckle or help your child out of the car. It may be difficult to have younger children get out quickly on their own. If needed please park and walk your young child over to the drop off spot where a Cottonwood staff member will greet them, do a quick Covid scan and lead them to their class. Do not let your child(ren) walk through the parking lot or cross the road on their own.

**4th and 5th graders** will be dropped off and picked up on the North side of the boat ramp lot. Please drive into the lot and loop around to the far north curb. Cottonwood staff will be there to direct and get kids screened and checked in. If the curb is full of trucks and trailers look for Cottonwood Staff to direct you to a safe drop off location.

#### **6-8 Friday, 9:00-1:00**

We will have 6 to 8 Cottonwood Staff members on site to support park days.

**6th Grade** will be dropped off at 9:00 and picked up at 1:00 at the southernmost end of the park, past the tennis courts and just past the bathrooms as the road curves back toward the river.. Cottonwood staff will be there to retrieve and release 6th graders. Pull over and let your 6th grader hop out. Staff will take attendance and screen all 6th graders who will then make their way to their class spot.

**7th and 8th graders** will be dropped off at 9:00 and picked up at 1:00 on the South side of the boat ramp lot. Turn left into the last boat ramp parking lot lane and watch for Cottonwood staff on the immediate right side. Pull over and let your children out on the right side of your car. Cottonwood staff will be there to direct and get kids screened and checked in.

### **Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

- **Seating:** Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.
- **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
  - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

### **Plan Details for 2f.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- **Seating:** Purchase or rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. Remove excess furniture from classrooms. In the case of a changing cohort (math, grades ½ & 4/5) all desks and chairs will be wiped down before the new cohort is seated.
- **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. All students will have their own supply bags to be stored in their assigned storage space.
- **Handwashing:** Students will wash hands before eating a snack and frequently wash and use hand sanitizer throughout the day. Staff will teach and post age-appropriate hand-washing and respiratory etiquettes for students.
- **Respiratory Etiquette:** School staff will consistently teach, post and reinforce the need for ongoing respiratory etiquette.
- **Furniture:** All upholstered furniture and soft seating has been removed from the classrooms..
- **Classroom Procedures:** All K-8 classes will use an assigned cubby or storage spaces for individual student belongings. Shared restroom/hall passes will not be used. All shared spaces will be cleaned between cohort use.
- **Environment:** Air purifiers will be on in all classrooms 24/7. Windows open where/when possible. Surfaces will be regularly cleaned.

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

- 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. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or 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. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j).
- 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.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining 6 feet of distance between adults. Note: The largest area of risk is adults eating together in break rooms without face coverings.

## Plan Details for 2g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

The play yard will only be available for use by CSCS students at all times and will not be open to the general public. The yard is fenced to ensure security of the facility.

If the play yard opens during the 20/21 school year:

- All classes may use the playground for recess on a staggered schedule throughout the school day.
- All playground structures will be disinfected daily
  - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.).
- Students must wash hands/sanitize before and after using playground equipment.
- Cleaning requirements must be maintained
- Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.
- Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

## Requirements for 2h. MEAL SERVICE/NUTRITION

- Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.
- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.

- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least 6 feet of physical distancing. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

## **Plan Details for 2h.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above: **N/A**

## **Requirements for 2i. TRANSPORTATION**

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.

- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
  - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep 6 feet away from others. Continue transporting the student.
    - § The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
    - § The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
  - If arriving at school, notify staff to begin isolation measures.
    - § If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the [CDC order](#).
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

## **Plan Details for 2i.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above: **N/A**

## **Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION**

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

## Plan Details for 2j.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- All frequently touched surfaces (e.g., playground equipment, door handles, sink handles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than 1x daily (every 1.10 hours)
  - Follow CDC guidelines for cleaning.
- Disinfectant wipes are provided and available in all rooms for students and staff to use on surfaces throughout the day. This will include routine wipe-downs as well as between cohorts as required.
- Drinking fountains have been removed and replaced with sinks. Students will bring water bottles.
- Ventilation systems have been serviced and will be maintained quarterly by Jacobs HVAC. Filters have been replaced with the highest filtration rates that are compatible with our system.
- 60% outside air will move through the system
- Air scrubbers will be placed in shared areas (basement, office and great room) and classrooms. Doors to the outside will be open as much as possible, and before and after school for airing out.

## Requirements for 2k. HEALTH SERVICES

· 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; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

## Plan Details for 2k.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- The Executive Director in consultation with nurses and OHA is primary in supporting the development of a prevention-oriented health services plan.
- Designated staff will implement the plan.
- Cottonwood School will provide age-appropriate hand hygiene and respiratory etiquette education to support prevention. This includes website, newsletter and signage in the school setting for health promotion.
- Cottonwood will practice appropriate communicable disease isolation and exclusion measures.

- Staff will participate in required health services related training to maintain health services practices in the school setting.
- COVID-19 specific infection control practices for staff and students will be communicated.
- Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.
- Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students.
- Existing health management plans will be organized in such a way as to continue uninterrupted alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

## **Requirements for 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

· Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:

- Contact tracing
- The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings.
- Quarantine of exposed staff or students
- Isolation of infected staff or students
- Communication and designation of where the “household” or “family unit” applies to your residents and staff

· Review and take into consideration [CDC guidance](#) for shared or congregate housing:

- Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
- Ensure at least 64 square feet of room space per resident
- Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
- Configure common spaces to maximize physical distancing;
- Provide enhanced cleaning;
- Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

## Exception

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 and any other applicable sections, including Section 2L.
- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
  - Limit travel to essential functions.
  - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*
- A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
- Student transportation off-campus is limited to medical care.

## Plan Details for 2l.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above: **N/A**

## Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
  - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
  - Fire drills must be conducted monthly.
  - Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
  - Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- 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.

## **Plan Details for 2m.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

The Cottonwood School will continue to meet all school emergency procedures and drills as practical.

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

- Utilize the components of Collaborative Problem Solving<sup>[6]</sup> or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills<sup>[7]</sup>.
- 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.
- 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.

### **Plan Details for 2n.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

#### **Supporting Students:**

- Our top priority is to connect with students. Treat students with dignity and respect at all times.
- Use "First 6 Weeks" curriculum to support the transition back to school and build a strong and supportive community with clear expectations.
- Continue to use Positive Discipline and Responsive Classroom models

- Teach students about safety of mask wearing and distance. Normalize asking for breaks and taking breaks as needed.
- Teach skills of self-awareness and self-advocacy to practice asking for breaks before escalation.
- Teach and practice skills of self-regulation and resilience through wellness lessons.
- Have a plan and space for student mask breaks, calm down breaks, etc. both inside and out of the classroom.
- Notice patterns of dysregulation and build proactive plans to minimize triggering events.

#### **Supporting Families:**

- Support and encourage families to talk with their kids about masks and distance at school.
- Create video with the staff teaching students the expectations that they can watch at home.

#### **Supporting Staff:**

- Staff are trained in supporting students with de escalation, support staff are there to step in as needed.
- Staff will sanitize break spaces between uses.
- Support staff in their own stress-management, resilience, and wellness.
- Have a plan for students who need breaks
- Have a plan for a room clear if student refuses masks and refuses to use adequate space
- Have a system for phone or radio communication for staff.

### **Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION**

In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions:

- Only participants and trainers are allowed to be present for these sessions.
- Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time.
- All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person.
- All people in close contact for this purpose must wear appropriate Personal Protective Equipment (PPE), including but not limited to, medical grade N95 face masks, face shield, gloves, and gown.

- Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation). Single-use disposable PPE must not be re-used.

### **Plan Details for 2o.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

All purchased PPE is disposable and will not be reused.

## **Response to Outbreak (Section 3 of the RSSL Guidance)**

### **Requirements for 3a. PREVENTION AND PLANNING**

- Review the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

### **Plan Details for 3a.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Identify baseline absentee rates to determine if rates have increased by 20% or more.
- Coordinate Communication with the Local Public Health Authority (Multnomah County).
- Establish a specific emergency response framework with key stakeholders.
- When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the administrator on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.
- Work with LPHA to establish timely communication with staff and families.
- Modify, postpone, or cancel large school events as coordinated with LPHA.
- If school closure is advised by the local public health department, consultation should occur between legal and school administration to ensure processes are consistent with legal preparedness processes.

#### **Communications:**

- [OSHA LETTER](#) to staff
- Prevention and Information: [Letter to families](#)

### **Requirements for 3b. RESPONSE**

- Review and utilize the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.

- Ensure continuous services and implement Comprehensive Distance Learning.
- Continue to provide meals for students.

### **Plan Details for 3b.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Cottonwood has reviewed the “Planning for COVID-19 Scenarios in Schools” with staff members and is prepared to follow the guidance when it is needed.
- We are prepared to pivot to CDL to ensure continuous services.

Communications:

- [Letter to Staff and Families About Positive Case](#)
- [Notification About Exposure](#)
- [Notification to Families About Closure to In-Person](#)
- [Script for Teachers Positive Case](#)
- [Initial Response to Any Scenario Checklist](#)

### **Requirements for 3c. RECOVERY AND REENTRY**

- Review and utilize the [“Planning for COVID-19 Scenarios in Schools”](#) toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

### **Plan Details for 3c.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Cottonwood has reviewed the “Planning for COVID-19 Scenarios in Schools” with staff members and is prepared to follow the guidance when it is needed.
- Cottonwood is routinely cleaning and disinfecting surfaces. If an outbreak occurs during Hybrid, then Cottonwood will work with our LHA and will follow the CDC guidance for a safe return.

## **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.

Let us know whether statement 1 or statement 2 applies to your school plan by typing “Yes” after the prompt that follows the correct statement:

1. 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](#)

Does statement 1 apply to your school? **YES**

2. 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.

Does statement 2 apply to your school? **NO**

## Assurance Compliance and Timeline

If a district/school cannot meet any of the requirements from the sections listed below, provide a plan and timeline to meet the requirement:

- Section 4: Equity
- Section 5: Instruction
- Section 6: Family, Community, Engagement
- Section 7: Mental, Social, and Emotional Health
- Section 8: Staffing and Personnel

Please type below which requirements cannot be met and the plan and timeline to meet them. Be sure to include how and why the school is currently unable to meet them.

School's response:

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

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

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

[4] Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don't sign-in when they have symptoms that should have them staying or working from home.

[5] Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.

[6] See [this site](#) for an overview of Collaborative Problem Solving.

[7] In the CPS framework, lagging skills are the reasons that a child is having difficulty meeting expectations or responding adaptively to triggers. Specific lagging skills can be assessed using the [Collaborative Problem Solving Assessment & Planning Tool - Likert Scale](#) (CPS-APT) or the [Assessment of Lagging Skills and Unsolved Problems \(ALSUP\)](#).