



THE VALLEY SCHOOL OR SOUTHERN OREGON OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	The Valley School of Southern Oregon
Key Contact Person for this Plan	Jeanetta Woodside
Phone Number of this Person	541-842-3914
Email Address of this Person	Jeanetta.Woodside@thevalleyschool.k12.or.us
Sectors and position titles of those who informed the plan	Rainy Tilton-Board Member, Jared Doshier-Lead Teacher, Amy Maukonen-Lead Teacher, Tracy Boykin-Office Manager, Jeanetta Woodside-Executive Director, Cecily Spencer-Parent, Terri Carson-Registered Nurse
Local public health office(s) or officers(s)	Jackson County Health & Human Services
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jeanetta Woodside
Intended Effective Dates for this Plan	September 1st, 2020 until the state metrics allow us to return in person. We will take 3 weeks to transition from CDL to In-Person/Hybrid instruction. TVS will submit a second blueprint for In-person/Hybrid before we transition from CDL.
ESD Region	Southern Oregon ESD

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

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

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

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

The Valley School has collected survey data regarding Distance Learning for All, preferences for the 2020-21 school year, intent for the next year school, successes and struggles, technology availability/needs for next school year, preference of parents and students for structure of learning for 2020- 2021 school year and intent to send students to school next year. Additionally, TVS staff have reached out to individual families, community members and stakeholders to gain insight and perspective in the planning process

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

The Valley School of Southern Oregon (TVS) is selecting Comprehensive Distance Learning with Limited In-Person Instruction because the state metrics do not allow us to open with a Hybrid model or an In-Person Model.

- There have been no confirmed cases of COVID-19 among school staff or students.
- TVS will fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.
- TVS fully comply with Comprehensive Distance Learning Guidance for Limited In-Person Instruction.

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

N/A

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

The Valley School will provide two CDL options for our students. Families must choose only one option:

OPTION 1

Temporary Distance Learning

(For families who will return to in person instruction when state metrics allow. Families will choose this option knowing students will be required to wear masks, keep social distancing, and adhere to the safety guidelines provided by the Oregon Department of Education -See [ODE guidance](#) for exceptions and accommodations for students who have medical health conditions or students who experience disabilities)

- Students will be in school Monday-Friday
- Students will be "in class" 9 am to 2:00 or 3:00 pm with a lunch break and time to transition between classes
- Classes will have roughly 15 students/class
- Students will have elective options
- Students will be graded
- Daily attendance will be taken
- We will monitor our county/state's COVID metrics and move to in person learning when approved. This will require a 3 week transition period. For example: we start school virtually on September 8th. On September 15th we are told our metrics are within the safe range. Students continue with distance learning until November 6th (3 weeks later) when we open our doors to in person classes.

OPTION 2

TVS Online Academy

(For families who will not return to in person instruction when state metrics allow. Families may choose this option because they do not want their students wearing masks. Or because their students will struggle keeping social distance, or adhering to the safety guidelines provided by the Oregon Department of Education. Families may also choose this option due to health risks or immunocompromised family members -See [ODE guidance](#) for exceptions and accommodations for students who have medical health conditions or students who experience disabilities)

- Students will receive standards-based flexible online courses
- Teacher facilitated learning will be provided by a TVS teacher **OR** a program instructor
- This option will be for the entire 20/21 school year
- Families may opt to enroll their student mid year, however for continuity of learning we strongly encourage you to make this decision for the entire year, any changes will be discussed at the end of each trimester.
- If your student is a 6th or 7th grader, choosing this option will allow them to attend TVS for the 2021-2022 school year

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> Process and procedures 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. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting 	<p>The Valley School will follow the Medford School Districts Communicable Disease Prevention Plan & Pandemic Plan as well as TVS's Communicable Disease/Bloodborne Pathogens/Infection Control Procedures Policies EBBAA/GBEBC/JHCC.</p> <p>The administrator will be the designee to establish, implement, and enforce physical distancing requirements that are consistent with ODE and OHA guidance. This information will be posted for staff on site.</p> <p>Jackson Baures, MM, GCPH, REHS Public Health Division Manager 140 S. Holly St. Medford, OR 97501 ph: 541-774-8039</p> <p>Terri Carson-RN Carsonterri@hotmail.com</p> <p>Staff training will take place August 24th and throughout the year as needed. Training for all new hires will occur as needed, throughout the school year. Training will be conducted virtually, if possible, or in small groups to ensure physical distancing is maintained.</p> <p>TVS will work with the Jackson County Health & Human Services to ensure we are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate. School administrator, or designee will make contact with the Communicable Disease liaison at Jackson County Health & Human Services. TVS will cooperate with LPHA recommendations and provide all logs and information in a timely manner.</p> <p>TVS will follow the Cleaning & Disinfecting Plan and follow best practices and protocols for reducing exposure to COVID-19.</p> <p>Staff will greet students at assigned points of entry each morning. Students arriving after the start of the school day will be greeted by office manager. "Greeters" will do visual checks of all students, staff and visitors to campus. Checks can be done visually and/or with</p>

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<p>(see section 1d of the <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort.</p> <ul style="list-style-type: none"> • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<p>confirmation from a parent/caregiver/guardian. Greeters will do visual screening for the following COVID-19 symptoms: cough, fever or chills, shortness of breath, or difficulty breathing.</p> <p>Students displaying COVID-19 symptoms will be asked to return home or to report to the isolation room (Office Manager's office) and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.</p> <p>In the event of a presumptive or confirmed COVID-19 case in school our partners at Jackson County Health and Human Services will provide guidance as we lead response efforts.</p> <p>TVS will follow ODE guidance and maintain individual and cohort information via a Cohort Daily Log. The log will be stored in the main office for four weeks.</p> <p>TVS will follow ODE guidance and maintain individual and cohort information via a Cohort Daily Log. The log will be stored in the main office for four weeks. TVS is exploring the option of a Daily Log system that may be tied to the SIS. Parent/guardian name and emergency contact information will be stored in the SIS.</p> <p>Cohort Daily Log -</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include 	<p>TVS will provide local health authority with daily logs and other information necessary to expedite contact tracing in the event of a possible closure.</p> <p>TVS will report to the LPHA any cluster of two or more persons with similar illness among staff or students. If anyone who has been on campus is known to have been diagnosed with COVID-19, TVS will report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. TVS will modify, postpone, or cancel large school events as coordinated with the LPHA. If school is closed, TVS will implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. TVS will communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</p> <p>All students and staff will be provided the opportunity to self-identify as in the high-risk population and/or living with a member of the high-risk population. TVS will continue to serve students in high risk population(s) through distance learning models. To the greatest extent possible, students who are unable to participate in on-site learning due to their high-risk status will be provided the opportunity to attend/interact with their peers. This will allow educators to support all students and synchronously integrate distance learning experiences into their on-site class.</p> <p>TVS will account for all students that have health conditions that require nursing services.</p> <p>Staff Identified as high-risk may be re-assigned and/or may consider all leave options.</p>

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p>speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>TVS will strive to maintain six feet of space between individuals while supporting physical distancing in all daily activities and instruction.</p> <p>Steps will be taken to minimize the time standing in lines and to ensure that six feet of distance between students is used when forming lines, to include marking spacing on the floor, one-way traffic flow in constrained spaces, etc.</p> <ul style="list-style-type: none"> • Teachers of specific academic content areas may rotate through student cohorts where feasible. • TVS will make accommodations for students who will need additional support in learning how to maintain physical distancing requirements by providing instruction, rather than employing punitive discipline. <p>CONSIDERATIONS Hallways & Non-Classroom Spaces</p> <ul style="list-style-type: none"> • Constrained hallways & non-classroom spaces will be marked with one-way directions and markers to keep students physically distant.

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction

1d. COHORTING

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	<p>Cohort groups will be limited to no more than 10 students at a given time in a cohort. Students cannot be part of more than two cohorts (including transportation) in any given week. Any one staff member cannot interact with more than three cohorts in a given day and five in a week.</p> <p>Time in the building will be limited to two hours per student.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> 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. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>In the event of a presumptive or confirmed COVID-19 case in school our Communicable Disease partners at the Jackson County Health & Human Services will provide guidance as we lead response efforts. TVS will follow the COVID-19 Communication Plan for Exposure or Case.</p> <ul style="list-style-type: none"> All letters/emails to families will be provided in English and Spanish or other requested formats that ensure accessible to the school community. The regional school safety director, or designee, will assist regional school district efforts in communication review and dissemination, if requested.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. 	<ul style="list-style-type: none"> Staff will greet students at an assigned entry point each morning. Students arriving after the start of the school day will be greeted by office staff. Staff “greeters” will do visual checks of all students, staff and visitors to campus. They will conduct a visual screening for the following COVID-19 primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. Student wellness checks can be done visually and/or with confirmation from a parent/caregiver/guardian.

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face (lighter skin); greyish lips or face (darker skin) Other severe symptoms <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” Additional guidance for nurses and health staff. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> Students displaying COVID-19 symptoms will be asked to return home or to report to the isolation room and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. Upon entry students will be expected to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. <p>Staff Entry & Screening</p> <ul style="list-style-type: none"> 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 TVS will use staff screening procedures developed by Jackson County Health & Human Services Upon entry staff will be expected to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. <p>Restricting Student/Staff from School</p> <ul style="list-style-type: none"> Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. TVS will follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. In addition to COVID-19 symptoms, students will be excluded from school for signs of other infectious diseases, per existing school policy and protocols. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled will be excluded from school. Staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) will not be excluded from school. <p>Family Communication</p> <ul style="list-style-type: none"> TVS will remind parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Parents/guardians will be asked to provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. 	<p>Volunteers will be unable to directly work in schools at this time.</p> <ul style="list-style-type: none"> Volunteers will be encouraged to support teaching and learning by performing projects at home or other locations.

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. 	<ul style="list-style-type: none"> • Volunteers will be encouraged to pick up/return materials for requested classroom or office projects in the school entry, in a designated area. <p>Visitors will be restricted to common entry and exit areas, while maintaining physical distancing until further notice.</p> <p>Non school personnel will schedule work/deliveries outside student contact hours, if moving beyond the school entry.</p> <ul style="list-style-type: none"> • Only allow contractors if six feet of physical distance between all people can be maintained. • Contractors will be screened for symptoms upon every entry and will be required to fill out contact tracing forms. • TVS will restrict from school property any contractor known to have been exposed to COVID-19 within the preceding 14 calendar days. • Contractors that are allowed in schools or facilities must wash or sanitize their hands upon entry and exit. • Contractors must wear face coverings in accordance with the <i>Communicable Disease Management Plan</i>, the Jackson County Health & Human Services, OHA, and the Center for Disease Control. <p>TVS will maximize video and telephone meetings between parents/caregivers/guardians for conferences and other meetings with TVS staff.</p> <p><i>Note: Staff members such as student teachers, itinerant staff, substitute teachers are not considered visitors.</i></p>

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

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p>	<p>Facial coverings or face shields are required for all staff and students.</p> <p>If a staff member requires an accommodation for the face covering or face shield requirements, TVS will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p> <p>TVS will remind staff, students, and parents that must be washed daily or a new covering worn daily.</p> <p>Students and staff should not wear a face coverings if:</p> <ul style="list-style-type: none"> • They have a medical condition that makes it difficult for them to breath with a face covering • If they experience a disability that prevents them from wearing a face covering • If they are unable to remove the face covering independently • TVS students and staff who report or develop symptoms of cough, fever, chills, shortness of breath, difficulty breathing, or sore throat while at school will be isolated in a designated isolation room in the school or building with adequate space and staff supervision, and symptoms will be monitored by school staff until they are able to go home. • An emergency contact or family member will be called and asked to safely transport the student home or to a healthcare facility. If this is not an option, local ambulance

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • 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 should not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; <input type="checkbox"/> 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. <input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> 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. 	<p>services can be summoned by calling the non-emergency police line.</p> <ul style="list-style-type: none"> • The office staff will keep records of students or staff being isolated or sent home for LPHA review. <ul style="list-style-type: none"> • Logs must be maintained for every student who reports to the office, regardless of whether they are treated or sent home. Logs will include: name of student, reported symptoms/reason for health room visit, action taken • Staff will maintain student confidentiality as appropriate. • Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. TVS will follow LPHA advice on restricting from school any student or staff known to have been exposed. In no case can they return before: <ul style="list-style-type: none"> • The passage of 14 calendar days after exposure • Symptoms have been resolved for 72 hours with the use of anti-fever medications. <p>TVS will work with health care experts to determine isolation area and any necessary modifications to areas where staff/students will be isolated, considering required physical arrangements to reduce risk of disease transmission and plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</p>

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> 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. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).	<p>Students and staff displaying COVID-19 symptoms will be asked to return home or to report to the isolation room (Office Manager's office) and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.</p> <p>Staff will record and monitor the students and staff being isolated or sent home for the LPHA review</p>

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.	



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> The ADM enrollment date for a student is the first day of the student's actual attendance. A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> 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.	<ul style="list-style-type: none"> TVS will enroll students following the Oregon Department of Education guidelines. No student will be dropped for non-attendance if they meet the following conditions; <ul style="list-style-type: none"> Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infections with COVID-19 Have COVID-19 symptoms for the past 14 days TVS will review attendance policy and make changes, if needed, to account for students who do not attend in-person due to student or family health and safety concerns.

2b. ATTENDANCE

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

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	<p>Distance/Online school students: Students who are enrolled in online and/or hybrid courses will be reported on an FTE basis using a standard record as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. The responsibility of taking attendance will be performed by the teacher of record per established ODE guidelines.</p> <p>TVS will make individualized accommodations for those students who test positive for COVID-19.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> TVS staff will clean and sanitize each device brought in for updates, repair, return, inventory, between use or redistribution. Labs will be cleaned with approved cleaners between uses. Each student will have their own computer to use through out the school year. Preparations for the possibility a student, class, or school will move to Distance Learning will be in place. Families will be surveyed to collect information about the number, type, and condition of devices used in their homes to support distance learning and their connectivity. TVS will review technology procedures and policies and update as needed. TVS will create a system to support student/staff/family technology needs and troubleshooting.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	<ul style="list-style-type: none"> Handwashing: Handwashing and other virus prevention protocols will be explicitly taught to students in an age appropriate way. All students will have access to hand washing or sanitizer before lunch/snack. Opportunity for frequent hand washing will be provided throughout the school day. TVS will advise and encourage all people on campus to wash their hands frequently. Hand sanitizer will be available and bathrooms will be stocked with soap and towels.

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ● Equipment: TVS has developed cleaning protocols for all equipment used by more than one individual or purchased equipment for individual use. For example, all classroom supplies and equipment will be cleaned before use by another cohort. This includes PE equipment, outdoor equipment, equipment used for Exploratory classes. ● Events: All field trips, assemblies, special performances, school-wide parent meetings and other large gatherings will be postponed, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. ● Transitions/Hallways: TVS will limit school transitions to the extent possible. <ul style="list-style-type: none"> ○ Hallway traffic direction marked to show travel flow and support physical distancing. ○ Students lining up in classes will maintain appropriate physical distancing. Line up areas will be marked with visual cues to indicate adequate physical distance. ● Personal Property: CS will establish clear school and classroom practices for personal property brought to school, such as water bottles, school supplies, etc.) Personal property must be labeled prior to entering school. Use will be limited to the items owner only, no sharing of personal items.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> ● TVS will require appropriate physical distancing, stable cohorts, square footage, and cleaning requirements be maintained during arrival and dismissal procedures. ● Students will be assigned an entrance and assigned staff member(s) will conduct visual screenings (see section 1f). ● TVS will require “sign-in/sign-out” procedures to help facilitate contact tracing. Per ODE guidelines, TVS will eliminate shared pen and paper sign-in/sign-out sheets, and will provide hand sanitizer if needed for electronic “sign-in/sign-out.” ● Each office and classroom will maintain a daily list of persons who enter their school/classroom. Teachers must not allow students/staff to enter their room if their arrival will exceed room occupancy limits. ● TVS will provide hand sanitizer dispensers near entry doors and other high-traffic areas. ● Drop off/pick-ups schedule to be as brief as possible. <ul style="list-style-type: none"> ○ TVS will clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet 	

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p>per person; assign seating so students are in the same seat at all times.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Staff will rearrange student desks and tables to maximize physical distancing. Students will be assigned seats, so they are in the same seat at all times. • 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. • Handwashing: Handwashing and other virus prevention protocols will be explicitly taught to students. Signage will be posted throughout the school. All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day. • Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. Students will be instructed to cover coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. • Furniture: Where possible, difficult to clean furniture will be removed from classrooms, as needed. • Classroom Procedures: Students will be assigned designated space to store individual belongings. To the greatest extent possible, shared items will not be used. • Environment: When possible, windows will be opened in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. 	<p>Playgrounds, Fields, Recess, Breaks-Not applicable since students will be on campus for a maximum of 2 hours</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	<p>Meals will not be served at TVS since students will be here for a maximum of 2 hours.</p> <p>Students will have access to MSD meal services</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.	<p>TVS will follow the Medford School District and First Students protocols for bussing.</p>

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance . <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> 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. <input type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. <input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> 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).	<ul style="list-style-type: none"> TVS custodians and staff will clean, sanitize, and disinfect frequently touched surfaces (e.g., outside equipment, door handles, sink handles) and shared objects (e.g., games, art supplies) between uses and throughout the day, but not less than once daily. Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces, following CDC guidance. Staff will maintain clean and disinfected (CDC guidance) environments, including classrooms, lunch settings, restrooms, and outdoor spaces. Cleaning and disinfecting products will be used as directed by the appropriate staff. TVS will choose products recommended by CDC or the EPA. Staff will be advised NOT to bring their own cleaners. Ventilation systems will be operated properly, and will be frequently checked and maintained. Staff will consider the need for increased ventilation in areas where students with special healthcare needs receive medication or treatments. Ventilation systems will be checked regularly. Cleaning & Disinfecting Plan

2k. HEALTH SERVICES

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students	<ul style="list-style-type: none"> Teachers will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention.

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p>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.</p> <p><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<ul style="list-style-type: none"> Information on health and prevention will be included on the school website, in newsletters and signage will be posted throughout the school to promote health. This will be done in collaboration with the LPHA. TVS will maintain a prevention-oriented health services program for all students, including space to isolate sick students and services for students with special healthcare needs. 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. Staff will review 504 and IEP accommodations to address vulnerable populations. TVS will maintain continuity of existing health management issues and will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care, etc.). TVS will collaborate, as needed with health professionals as needed to support COVID-19 planning and other health needs. <p>Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</p>

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p><input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency</p>	<p>TVS will adhere to state law ORS 336.071 and OAR 581-022-2225 regarding drills and emergency response procedures</p>

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p>procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>TVS will conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills</p> <p>TVS will train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement</p> <p>Students will 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.</p>

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

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p><input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input type="checkbox"/> 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.</p>	<p>TVS staff proactively creates positive behavior support plans. These plans include identifying triggers and lagging skills, direct instruction to teach problem solving skills and self-regulation techniques, reducing triggers/antecedents.</p> <p>TVS will identify students who are recognized as having difficulty with change and transition and communicate with their families to determine strategies that will best support the students' transition back into limited in-person instruction.</p> <p>TVS staff will use collaborative problem solving and de-escalation methods with students who have behavioral escalations.</p> <p>Staff in each building will be trained in safe and responsible restraints for students who need them and will be used only as a last result to prevent harm to self or others.</p> <p>Lead teachers meet once a week to discuss student's concerns and create plans for them.</p> <p>Staff are trained in Restorative Practices and implement Restorative Justice with students.</p>

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<p><input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p><input type="checkbox"/> 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.</p> <p>Protective Physical Intervention</p> <p><input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the Ready Schools, Safe Learners guidance: Cleaning, Disinfection, and Ventilation).</p>	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>In the event that there is a single positive case or a cluster of cases of COVID-19, TVS will partner with the LPHA, to work on ongoing COVID-19 mitigation efforts.</p> <p>TVS will coordinate with Local Public Health Authority administrators, or their designees, (see Communicable Disease Plan or section 1a of this document) to establish real-time communication channels related to current transmission level.</p> <p>TVS will:</p> <ul style="list-style-type: none"> • Follow school board policy for Communicable Disease. • Coordinate communication with the local health authority and communicate with approved language to stakeholders. • If the region impacted is in Jackson County, the local health authority will provide school-centered guidance and direction for TVS. • Work with LPHA to establish timely communication with staff and families. • TVS will follow the established plan from the local health authority concerning reportable cases. • Assess technology resources and plan for rapid deployment. • When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the administrator, or designated staff, on the diagnosed case(s). Likewise, the local health authority will impose restrictions on contacts. • Assess levels of supplies that will be needed in case of an outbreak. • Check insurance coverage for contingencies such as school closures and high employee absenteeism. • Explore the implications for mass and extended individual employee absences, and instruction during school closings: <ul style="list-style-type: none"> o Plan for substitutes for all positions o Address any needed sick leave exceptions or waivers. • Coordinate with health insurance carriers regarding any anticipated challenges with the widespread use of health insurance benefits.

3b. RESPONSE

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>In the event of an outbreak, TVS will:</p> <ul style="list-style-type: none"> • Coordinate with the local health authority for any outbreak response. • If anyone who has been on campus is known to have been diagnosed with COVID-19, TVS will report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. • TVS will report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
	<ul style="list-style-type: none"> • When cases are identified in the local region, a response team will be assembled within the region. • TVS will modify, postpone, or cancel large school events as coordinated with the local health authority. • If school is closed, the Distance Learning will be implemented for all staff/students. • TVS will work with Medford School District to continue to provide meals for students in the event of a closure. <p>TVS will share and implement precautionary measures called for by the state and LPHA and communicate them to staff, students, and families. The CDC recommends:</p> <ul style="list-style-type: none"> • Avoid close contact with people who are sick. • Avoid touching your eyes, nose, and mouth. • Stay home when you are sick. • Cover your cough or sneeze with a tissue, then throw the tissue in the trash. • Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe. • Remind all to wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if hands are visibly dirty. <p>The administrator and TVS leadership will prepare for possible increased number of employee absences due to illness in employees and their family members, and for dismissals of school due to high levels of absenteeism or illness.</p> <p>TVS will review policies and procedures that may come into play, such as:</p> <ul style="list-style-type: none"> • Student and employee absences due to illness • School closures based on public health concerns • Emergency management plans, and • Non-discrimination policies <p>TVS will emphasize the need to remain vigilant against stigma due to perceived race, national origin, or recent travel. Foster a supportive environment free from rumors or associations of a virus with a specific population.</p> <p>TVS will consider cancelling nonessential travel per travel guidance on the CDC website, including local and national field trips.</p> <p>TVS will prepare materials including symptoms lists, student absence protocols, communications plans, communications procedures with parents in the event of school closures, and the like.</p> <p>TVS will coordinate with ODE about the possibility of mass student or staff absences.</p>

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
	<p>Working with the LPHA, TVS will determine when school closures are indicated based on a set percentage of staff and student absenteeism as recommended by local and state public health authorities.</p> <ul style="list-style-type: none"> • Establish distance learning options for students if available for extended school closures. • Address how staff will be informed about expectations for student home-based academic work. • Coordinate with the state educational agency about the possibility of school closings. • Explore teaching monitoring or ensure education remains on track in case of school closings. • Coordinate with Medford School District and welfare agencies to ensure children receiving free and reduced-price meals continue to receive nutrition usually supplied at schools. • Determine under what conditions schools will re-open. <p>Identify and seek state and federal emergency relief, grants, and funding flexibility available to address unexpected needs, and recovery efforts.</p> <p>Coordinate with local health authorities about expectations to utilize school facilities for emergency services.</p> <p>Obtain any needed equipment and supplies.</p> <p>Create clear communication for staff and families for potential quarantine expectations related to school closures. Work with public health officials for effective communication strategies</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Comprehensive Distance Learning for Limited In-Person Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> • TVS will plan instructional models that support all learners in temporary distance/remote learning. • Staff, or contractor, will clean, sanitize, and disinfect surfaces (e.g., outdoor equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, lunch settings, restrooms, and outdoor spaces. • Staff will communicate with families about options and efforts to support returning to On-Site instruction. • TVS will follow local health authority guidance to begin bringing students back into On-Site instruction. • TVS will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. • TVS will continue to offer instructional models that support all learners Comprehensive Distance Learning



ASSURANCES

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

This section does not apply to private schools.

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

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



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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