

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.

0. COMMUNITY HEALTH METRICS

Metrics for On-Site or Hybrid Instruction

Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan
	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.	Currently in Comprehensive Distance Learning
	Exceptions for Specific In-Person instruction where required conditions are met	
	The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the Ready Schools, Safe Learners guidance).	Currently in Comprehensive Distance Learning
	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).	Not at this time.
NA	The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the Ready Schools, Safe Learners guidance).	
NA	The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the Ready Schools, Safe Learners guidance).	
NA	The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the Ready Schools, Safe Learners guidance).	
NA	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).	
	8/11 updates from the state in teal highlights- all new since last version	
	1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19	
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan
x	Implement measures to limit the spreads of COVID-19 within the school setting.	Coordination with Trillium Family Services
x	Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	LBL ESD Covid 19 Communicable Disease Management Plan with specific protocols for the LTCT program LBLESD LTCT COVID-19 Communicable Disease Management Plan
x	Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA.	LBL ESD Program Administrator in collaboration with mental health provider, Director of Valley Community Services, Day Treatment Clinical Manager
x	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.	Lori Robinson, Trillium Family Services Nursing Supervisor, 541-758-5954, lrobinson@trilliumfamily.org
x	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.	LBLESD to provide training to all Program Administrators regarding guidance. LTCT program administrator to provide training to LTCT staff. Additionally, coordinate ongoing training with Trillium Family Services for all staff.
x	Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	Trillium Family Services notifies the LPHA regarding any confirmed COVID-19 cases on campus. LBL ESD follows LBL ESD protocol for LBL ESD staff reporting. LBLESD Protocol for Notification to Public Health Authority
x	Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	Janitorial cleaning and disinfection services provided daily by Trillium Family Services as per agreement. Additional disinfection regularly throughout the day by school staff with multicleaning wipes and/or spray.
x	Process to report to the LPHA any cluster of any illness among staff or students.	Trillium Family Services notifies the LPHA regarding any cluster of illness on campus. LBL ESD follows LBL ESD protocol for LBL ESD staff reporting. LBLESD Protocol for Notification to Public Health Authority
x	Protocol to cooperate with LPHA recommendations.	Coordination with Trillium Family Services. All students screened by Trillium Family Services prior to coming to class. LBLESD LTCT Protocol Designating Who is Responsible for Keeping Daily Logs of Cohorts
x	Provide all logs and information to LPHA in a timely manner.	Coordination with Trillium Family Services. All students screened by Trillium Family Services prior to coming to class. LBLESD LTCT Protocol Designating Who is Responsible for Keeping Daily Logs of Cohorts
x	Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).	Coordination with Trillium Family Services; All students screened by Trillium Family Services prior to coming to class. LBL: LBLESD LTCT Protocol for Screening Staff
x	Protocol to isolate any ill or exposed persons from physical contact with others.	Trillium Family Services implements isolation protocols for all client/students. If school staff symptoms, LBL LTCT staff are sent home. LBLESD Protocol for Isolation Measures
x	Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).	Trillium Family Services communicates to parents/guardians and other stakeholders, including LBL, of potential COVID-19 cases. LBL: LBL administration will communicate to Trillium Family Services, LBL staff and other stakeholders of potential COVID cases. LBLESD LTCT Protocol for Communication of Positive Covid-19 Cases

x	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. · If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. · If a student(s) is not part of a stable cohort, then an individual student log must be maintained.	<i>Students attend school by a stable day treatment cottage group. Daily student logs will be maintained by the LTCT education program. Information is also tracked by Trillium Family Services. LBLED LTCT Protocol Designating Who is Responsible for Keeping Daily Logs of Cohorts</i>		
x	Required components of individual daily student/cohort logs include: · Child's name · Drop off/pick up time · Parent/guardian name and emergency contact information · All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	<i>Students attend school by a stable day treatment cottage group. Daily student logs will be maintained by the LTCT education program. Information is also tracked by Trillium Family Services.</i>		
x	Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	LBLED LTCT Protocol Designating Who is Responsible for Keeping Daily Log of Cohorts		
x	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.	Keep Google Sheets (staff, student evals, visitors) with daily log info collected from the Google Form for at least 4 weeks. Keep paper program contact logs for at least 4 weeks. Itinerant staff visiting districts must track their district visits/meetings and exact places and times in their calendar.		
x	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.	<i>Trillium Family Services reports/consults with the LPHA.; the LBL ESD superintendent does as well.</i>		
x	Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).	<i>LBLED will coordinate with Trillium Family Services in response to a potential outbreak of COVID -19. Point of contact is Cathy Wright from LBL ESD and Chi Blatt from Trillium Family Services.</i>		
8/11 updates from the state in teal highlights- all new since last version				
1b. HIGH-RISK POPULATIONS				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
x	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.	<i>Clients/students are admitted to the day treatment facility for mental health reasons. They are under the care of Trillium Family Services while in treatment, and decisions regarding their care, safety and health are determined by Trillium. Given that health and safety are primary, there may be days when a client/student may not be able to attend school. The school is in daily communication with the Trillium staff regarding client/student ability to attend school in-person in the classroom, online, or for a check-in with a teacher.</i>		
Medically Fragile, Complex and Nursing-Dependent Student Requirements				
x	All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.	<i>Students who experience disability will continue to receive specially designed instruction. Students with language services will continue to receive English Language Development.</i>		
x	Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: · Communicate with parents and health care providers to determine return to school status and current needs of the student. · Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. · Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. · The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. · Service provision should consider health and safety as well as legal standards. · Work with an interdisciplinary team to meet requirements of ADA and FAPE. · High-risk individuals may meet criteria for exclusion during a local health crisis. · Refer to updated state and national guidance and resources such as: o 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. o ODE guidance updates for Special Education. Example from March 11, 2020. o 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.' o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	<i>Section 504 and special education services are provided to students in accordance with all guidance, policy and OARs.</i>		
no updates from the state in the section above 8/11/20				
1c. PHYSICAL DISTANCING				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
x	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.	<i>Classroom space set to ensure at least 35 sq. ft. per person. LBLED LTCT School Measurement and Capacity</i>		
x	Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.	<i>Coordination with Trillium Family Services staff to support six feet physical distancing</i>		
x	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.	<i>Six feet markings on boardwalk or hallways for waiting in line at school building/facility.</i>		

X	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).	Coordination with Trillium Family Services regarding schedule.		
X	Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	Coordination with Trillium Family Services regarding client/student support.		
X	Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Physical distancing will be maintained during all meetings, or will be held by remote means.		
	no updates from the state in the section above 8/11/20			
	1d. COHORTING			
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
X	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. · The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	Clients/students are grouped and attend school by age group day treatment cohorts. Trillium Family Services staff remain with clients/students at all times. LBLES D LTCT Classroom Measurement and Capacity		
X	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.	Clients/students are grouped and attend school by age group day treatment cohorts. Trillium Family Services staff remain with clients/students at all times.		
X	Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance).	LBLES D LTCT Protocol Designating Who is Responsible for Keeping Daily Logs of Cohorts		
X	Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	Through school staff coordination with Trillium Family Services staff, there are limited opportunities for cohort interaction. Consistent school staff assigned to each cohort.		
X	Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	Disinfectant wipes and spray available to staff for ongoing cleaning during the school day.		
X	Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.	All cohort groups receive access to general education and services.		
X	Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	For in-person instruction, one teacher per cohort group. Trillium Family Services also assign consistent Skills Trainer staff per cohort group.		
	no updates from the state in the section above 8/11/20			
	1e. PUBLIC HEALTH COMMUNICATION			
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
X	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.	Staff are trained on the protocols at the beginning of the school year, and again prior to start of hybrid plan. Then ongoing communication to staff by: email, letter, Zoom, and text group from LBL ESD Superintendent, LTCT Program Administrator, including protocols.		
X	Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	Trillium Family Services notify families, students and staff when there is a contact with a confirmed case on campus. LBL ESD will collect school staff contact data and will notify as well. .		
X	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.	Trillium Family Services notify families, students and staff when there is a confirmed case on campus. LBL ESD will collect school staff contact data and will notify as well.		
X	Provide all information in languages and formats accessible to the school community.	Protocols and communication will be available in multiple languages and formats		
	no updates from the state in the section above 8/11/20			
	1f. ENTRY AND SCREENING			
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
X	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: · Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. · Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. · In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. · Emergency signs that require immediate medical attention: o Trouble breathing o Persistent pain or pressure in the chest o New confusion or inability to awaken o Bluish lips or face o Other severe symptoms	Trillium Family Services screens and monitors clients/students health. Trillium Family Services screen and monitor their staff as well. LBL ESD protocol in place for LBL staff.		
X	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. · Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. · They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.	Trillium Family Services screens clients/students and their staff prior to entry into classrooms. If clients/students display symptoms, clinical nursing staff examine clients/students, and isolate as per guidelines. LBL ESD: If school staff report or display symptoms they go home and remain as per the guidelines.		
X	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."	LPHA advice followed, in coordination with Trillium Family Services and LBL ESD.		
X	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.	Implemented in coordination with Trillium Family Services and LBL school staff		

X	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.	Implemented in coordination with Trillium Family Services and LBL school staff.			
	8/11 updates from the state in teal highlights- all new since last version				
	1g. VISITORS/VOLUNTEERS				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
X	Restrict non-essential visitors/volunteers. •Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. •Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.	Non-essential Visitors and volunteers are not allowed in the classrooms. LBLES D Protocol for Face Coverings			
X	Visitors/volunteers must wash or sanitize their hands upon entry and exit.	LBLES D Protocol for Hand Hygiene			
X	Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	School office and all classrooms have posted signs indicating required physical distancing, face coverings and OHA provisions. LBLES D Protocol for Physical Distancing and Protection			
X	Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	LBLES d Protocol for Screening			
	8/11 updates from the state in teal highlights- all new since last version				
	1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
X	Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. Individuals may remove their face coverings while working alone in private offices.	Face coverings are required on the Children's Farm Home campus (including school classrooms) for all staff and visitors.			
X	Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings	Students kindergarten through 12th grade will be trained on the use of face coverings and encouraged to wear masks while in school.			
X	If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: Provide space away from peers while the face coving 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"; 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 agains or disciplined for an inability to safely wear a face covering during the school day.	ADA and IEP protection requirements will be implemented. Accommodations will be provided to support student on-site instruction.. LBL Protocol for Face Coverings			
X	Face shields, face coverings or clear plastic barriers for: - Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. - Front office staff.	Face coverings, face shields and/or plastic barriers will be provided for Speech Language Pathogists and front office staff.			
X	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.	Face masks for school medical personnel (i.e. Occupational Therapist, Physical Therapist) when providing direct care will be provided.			
X	Protections under the ADA or IDEA If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: •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;	ADA and IEP protection requirements will be implemented. Accommodations will be provided to support student on-site instruction			
X	For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction.	Accommodatons provided upon doctor's order.			
X	Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1.Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2.The team must determine that the disability is not prohibiting the student from meeting the requirement. •If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, •If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.	Section 504 and special education services are provided to students in accordance with all guidance, policy and OARs			
X	Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.	All students will be provided access to instruction. If a student is not able to meet the face covering requirement for an ongoing period of time, the school team will meet to determine if an evaluation is needed.			

X	ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	Coordinated with LBL ESD Human Resources			
8/11 updates from the state in teal highlights					
1i. ISOLATION MEASURES					
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
X	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.	Trillium Family Services screens, assesses, isolates and monitors clients/students and Trillium staff. LBL: If school staff have symptoms or are ill, LBL LTCT staff are sent home. LBLES Protocol for Isolation Measures.			
X	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. 	Trillium Family Services provides for medical care for clients/students while in day treatment. Clients/students are separated or isolated when ill.			
X	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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. If able to do so safely, a symptomatic individual should wear a face covering. To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. 	Trillium Family Services isolate clients/students. LBL: If school staff have symptoms or are ill, LBL LTCT staff are sent home.			
X	Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	Trillium Family Services provides for medical care and would arrange for client/student or Trillium staff transportation. LBL: When an LBL LTCT staff may require transportation due to illness while on campus, family members or contacts would be contacted to transport.			
X	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".	Trillium Family Services isolates clients/students when ill, and contacts the LPHA for testing, and follows all LPHA guidelines/requirements prior to return to the treatment milieu or school classroom. LBL: All school staff are trained and follow LBL protocol regarding COVID-19 to stay home when they have symptoms or are ill.			
X	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).	Lori Robinson, Trillium Family Services Nursing Supervisor			
X	Record and monitor the students and staff being isolated or sent home for the LPHA review.	Trillium Family Services records and monitors for clients/students and their staff. LBL: Program Administrator and HR to monitor, maintain records for LTCT school staff.			
8/11 updates from the state in teal highlights					
2. Facilities and School Operations					
2a. ENROLLMENT					
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
X	Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.	School registrar enrolls clients/students upon receipt/notification of admittance of clients/students from Trillium Family Services.			
X	The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: •The ADM enrollment date for a student is the first day of the student's actual attendance. •A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. •If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. •Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.	The mental health provider admits clients/students for mental health residential treatment. The LTCT school program does not drop students while in day treatment.			
X	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.	Clients/students are only unenrolled upon discharge from treatment by Trillium Family Services			
X	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.	School registrar enrolls clients/students upon receipt/notification of admittance of clients/students from Trillium Family Services.			
X	Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	Clients/students are in day treatment for mental health treatment, with flexible attendance given their mental health status.			
X	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.	The school will continue to provide education via CDL while the student is in isolation/home.			

x	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.	Clients/students are admitted to day treatment for mental health treatment, with flexible school attendance given their mental health and medical status, and are only unenrolled from school upon discharge by the mental health provider.				
	8/11 updates from the state in teal highlights					
	2b. ATTENDANCE					
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan				
x	Grades K-5: 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).	Student attendance to be recorded as per ODE/LTCT guidance and requirements				
x	Grades 6-12: 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).	Student attendance to be recorded as per ODE/LTCT guidance and requirements				
NA	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.					
NA	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.					
x	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.	School expectations are provided to students, families and mental health provider				
	8/11 updates from the state in teal highlights					
	2c. TECHNOLOGY					
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan				
x	Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	LBL LTCT devices are maintained by LBL. Devices are cleaned by school staff daily between each student use.				
x	Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	LBL LTCT Chrome book and Chrome box devices are available in the residential cottages for student distance learning remotely with teachers, and in the residential school classrooms for in-person instruction with teachers.				
	no updates from the state in the section above 8/11/20					
	2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES					
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan				
x	Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.	Handwashing protocols in place in collaboration with Trillium Family Services				
x	Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	School supplies and equipment will be assigned to each student, or will be sanitized between each student use.				
x	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.	There are no student events, field trips, etc. during school hours. All large staff, group (in-person) events are cancelled.				
x	Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	Cohort groups will have staggered entry and exit times to the school building/classrooms. Boardwalk and office hallway will be posted with guidelines for social distancing and use of restrooms.				
x	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.	School supplies and equipment are provided by LBL. LBL will coordinate with Trillium Family Services to limit the personal items students bring to the classroom.				
	no updates from the state in the section above 8/11/20					
	2e. ARRIVAL AND DISMISSAL					
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan				
x	Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	Cohorts are stable by day treatment age groups and consistent Trillium and school staff. All classrooms will keep capacity well under the maximum as determined by square footage per person requirement and will maintain physical distancing. Trillium Family Services staff escort clients/students to and from the classrooms and remain with clients/students during school.				
x	Create schedule(s) and communicate staggered arrival and/or dismissal times.	Arrival, transition and dismissal of cohorts will be staggered in collaboration/communication with Trillium Family Services.				
x	Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance).	Each cohort has a separate entrance to their classroom				
x	Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. •Eliminate shared pen and paper sign-in/sign-out sheets. Ensure hand sanitizer is available if signing children in or out on an electronic device.	School staff to be assigned to maintain paper log for each classroom for contact tracing.				
x	Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas.	Hand sanitizer dispensers available in classrooms and school office.				
x	Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Trillium Family Services coordinates transportation with residential school districts and parents. Trillium staff escort clients/students for entry and dismissal to the classrooms.				
	no updates from the state in the section above 8/11/20					
	2f. CLASSROOMS/REPURPOSED LEARNING SPACES					
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan				
x	Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	Desks/tables are arranged in each classroom to ensure at least 6 feet physical distancing, with assigned seating				

x	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.	School supplies and equipment will be assigned to each student, or will be sanitized between each student use. Hand sanitizer and/or handwashing sinks are available in all classrooms.			
x	Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	Signage posted in all classrooms, restrooms and offices. Social etiquette lessons/reminders regarding handwashing, covering of coughs, sneezing, etc. will be presented by school and treatment staff for c/ients/students (ongoing).			
	no updates from the state in the section above 8/11/20				
	2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
x	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).	Playgrounds and fields are owned, cleaned and maintained by Trillium Family Services. Visitors are prohibited on campus.			
x	After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	School staff coordination with Trillium Family Services: Trillium staff escort and are with clients/students at all times for outside activities, meals and restroom breaks. Clients/students will use sinks, soap and water to wash hands.			
x	Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.	School staff coordination with Trillium Family Services: Trillium staff escort and are with clients/students at all times for outside activities, meals and restroom breaks. Handwashing and/or hand sanitizer will be available for students and staff.			
x	Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use as much as possible in accordance with CDC guidance.	School staff coordination with Trillium Family Services: Trillium staff escort and are with clients/students in stable cohort groups at all times for outside activities, meals and restroom breaks. Cleaning coordinated with Trillium Family Services.			
x	Cleaning requirements must be maintained (see section 2) of the Ready Schools, Safe Learners guidance).				
x	Maintain physical distancing requirements, stable cohorts, and square footage requirements.				
x	Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	School staff maintain access to school equipment.			
x	Design recess activities that allow for physical distancing and maintenance of stable cohorts.	Recess by stable cohorts and physical distancing			
x	Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	Cleaning coordinated with Trillium Family Services			
x	Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	School staff will eat snacks or meals independently when indoors. Staff may eat together if spaced appropriately outdoors. The LBLESD does not have a food service program. No shared food, utensils or dishes will be allowed until further notice.			
	no updates from the state in the section above 8/11/20				
	2h. MEAL SERVICE/NUTRITION				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
NA	Include meal services/nutrition staff in planning for school reentry.	All meals are provided and served by Trillium Family Services by cottage cohort as per their facility requirements.			
X	Prohibit self-service buffet-style meals.	The ESD will prohibit buffet-style meals.			
X	Prohibit sharing of food and drinks among students and/or staff.	The ESD will allow for catered or individually wrapped food so long as common utensils are not utilized.			
NA	Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance).				
NA	Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.				
NA	Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.				
NA	Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.				
NA	Adequate cleaning of tables between meal periods.				
x	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.	School staff will eat snacks and meals independently when indoors. Staff may eat together if spaced appropriately outdoors. The LBLESD does not have a food service program. No shared food, utensils or dishes will be allowed until further notice. Cleaning supplies available for each school staff member to disinfect and clean area after eating.			
	8/11 updates from the state in teal highlights				
	2i. TRANSPORTATION				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
NA	Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Clients/students are transported by their residential school district. Trillium Family Services coordinates transportation with residential school districts and parents. Trillium staff escort clients/students for entry and dismissal to the classrooms.			
NA	Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2) of the Ready Schools, Safe Learners guidance).				

NA	Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. - If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. oThe 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. -If transporting for dismissal and the student displays an onset of symptoms, notify the school.				
NA	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.				
NA	Drivers wear face shields or face coverings when not actively driving and operating the bus.				
NA	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).				
NA	Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings.				
	no updates from the state in the section above 8/11/20				
	2j. CLEANING, DISINFECTION, AND VENTILATION				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
X	Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.	<i>Trillium Family Services provides janitorial services on campus, including classrooms, following all guidelines and requirements. LBL school staff use multidisinfecting wipes during the school day for frequently touched surfaces and cleaning items between student use.</i>			
X	Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.	<i>Trillium Family Services provides all janitorial services on campus, including playgrounds, following all guidelines and requirements.</i>			
X	Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	<i>Staff are trained in use of disinfectants; All products are safely maintained.</i>			
X	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.	<i>All products are safe as per EPA List N</i>			
X	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.	All heating and air systems used properly. Systems cleaned and maintained regularly.			
X	Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	The building heating and air system runs 24 hours per day, with quarterly maintenance provided and replacement of filters. Portable fans are available and classroom staff may open window(s) for air movement.			
X	Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	Trillium Family Services provides for the medical care of clients/students.			
X	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).	<i>Classrooms are cleaned and disinfected daily.</i>			
X	Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	<i>Where increased air flow is needed, windows are opened. Hepa filter air cleaners are also placed where air flow rate may be reduced.</i>			
	8/11 updates from the state in teal highlights				
	2k. HEALTH SERVICES				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
NA	OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	<i>Trillium Family Services provides for all medical services for clients/students.</i>			
	Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).				
	no updates from the state in the section above 8/11/20				
	2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
NA	Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing, •The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. 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				

NA	Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.				
	no updates from the state in the section above 8/11/20				
	2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
x	In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. •At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. •Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. •Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.	Instruction is provided to students monthly. Drills are completed as required.			
x	Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill 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.	Drills are completed as required.			
x	When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	Drills will be completed in less than 15 minutes.			
x	Drills should not be practiced unless they can be practiced correctly.	Drills will be practiced correctly.			
x	Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	Staff are trained.			
x	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).	Multiple drills will be held.			
x	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.	Students will wash hands after drills			
	8/11 updates from the state in teal highlights				
	2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan			
x	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.	Collaborative Problem Solving is implemented in coordination with the mental health provider.			
x	Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	Proactive strategies and preventative steps are implemented in coordination with the mental health provider.			
x	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.	Proactive planning for behavioral escalations and dysregulation is coordinated with the mental health provider. LBL ESD: An Employee Assistance support system is in place for all LBL ESD employees.			
x	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.	Self-regulation training is provided and implemented in coordination with the mental health provider.			
x	Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.	All school staff are trained.			
x	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.	Training is provided at least annually, and staff have access to the LBL ESD Employee Assistance Program.			
x	Plan for the impact of behavior mitigation strategies on public health and safety requirements: •Student elopes from area - If staff need to intervene for student safety, staff should: •Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention. •Use the least restrictive interventions possible to maintain physical safety for the student and staff. •Wash hands after a close interaction. •Note the interaction on the appropriate contact log. *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	A plan is in place and will be implemented in coordination with the mental health provider.			
x	• Student engages in behavior that requires them to be isolated from peers and results in a room clear. If students leave the classroom: •Preplan for a clean and safe alternative space that maintains physical safety for the student and staff. •Ensure physical distancing and separation occur, to the maximum extent possible. •Use the least restrictive interventions possible to maintain physical safety for the student and staff. •Wash hands after a close interaction. •Note the interaction on the appropriate contact log. *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	A plan is in place and will be implemented in coordination with the mental health provider.			

x	<p>Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). If staff need to intervene for student safety, staff should:</p> <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. 	A plan is in place and will be implemented in coordination with the mental health provider.					
8/11 updates from the state in teal highlights							
3. Response to Outbreak							
3a. PREVENTION AND PLANNING							
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan					
x	Review the "Planning for COVID-19 Scenarios in Schools" toolkit.	The ESD will follow the guidance within the "Planning for COVID-19 Scenarios in Schools" toolkit.					
x	Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Communication between Trillium Family Services and school program administrator regarding confirmed cases on campus. Program administrator will report the case and information to the LBL superintendent's office. Confirmed cases reported to the Superintendent's Office and the applicable county office.					
8/11 updates from the state in teal highlights							
3b. RESPONSE							
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan					
x	Review the "Planning for COVID-19 Scenarios in Schools" toolkit.	The ESD will follow the guidance within the "Planning for COVID-19 Scenarios in Schools" toolkit.					
x	Ensure continuous services and implement Comprehensive Distance Learning.	LBL LTCT school staff plan and implement comprehensive distance learning.					
NA	Continue to provide meals for students.	Trillium Family Services provides all meals					
8/11 updates from the state in teal highlights							
3c. RECOVERY AND REENTRY							
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan					
x	Review the "Planning for COVID-19 Scenarios in Schools" toolkit.	The ESD will follow the guidance within the "Planning for COVID-19 Scenarios in Schools" toolkit.					
x	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.	Janitorial cleaning and disinfection services provided by Trillium Family Services as per agreement.					
x	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.	Return to stable cottage cohort groups and consistent staff,					
8/11 updates from the state in teal highlights							
ASSURANCES							
Check = X							
x	We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the Ready Schools, Safe Learners guidance.						
x	We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the Ready Schools, Safe Learners guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.						
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 Include how/why the school is currently unable to meet them					