

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

BLUE TEXT IS TO DISCUSS

Updated 9/14/2020

RED TEXT IS TO DO

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

[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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	LBL ESD- EI/ECSE Clover Ridge
Key Contact Person for this Plan	Jason Hay
Phone Number of this Person	541-812-2601
Email Address of this Person	jason.hay@blesd.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendent, Chief Financial Officer, Chief Human Resources Officer, Chief Information Officer, Strategic Partnerships Program Administrator, Leadership Council, Licensed Management Team (Certified Association), Classified Council (Classified Association)
Local public health office(s) or officers(s)	Benton County: Paula Felipe, Program Assistant Email: Paula.Felipe@co.benton.or.us Phone: 541-766- 6766 Linn County: Neva Anderson, Emergency Preparedness Coordinator Email: nanderson@co.linn.or.us Phone: (541) 967-3888, ext. 2677 Lincoln County: Amy Chapman achapman@co.lincoln.or.us and Nicole Fields nfields@co.lincoln.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jason Hay
Intended Effective Dates for this Plan	August 27, 2020
ESD Region	Linn Benton Lincoln

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.

Utilized information from "Reopening plan survey" completed in late June. Conducted a second survey in late July to gather additional information and feedback. Met with and gathered feedback from the Licensed Association Leadership, Classified Council, and LBL Leadership Council (Admin. team).

3. Indicate which instructional model will be used.	
NA On-Site Learning	NA Hybrid Learning
NA Comprehensive Distance Learning	

EI/ECSE will begin services in a Comprehensive Distance Learning model. State data will be monitored and a plan for moving to a hybrid model by September 28 is in place if the metrics allow.

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](#) by August 17, 2020 or prior to the beginning of the 2020-2021 school year.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

NA

State metrics require us to use CDL. In CDL children will receive the same number of service hours as were described in their Individualized Family Service Plan.

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

	NA			The EI/ECSE Program provides special education services to children birth through entrance to kindergarten. Services provided under IDEA include any and all services and supports written in an IFSP including but not limited to: • Specially Designed Instruction (SDI) • Related Services • Supplemental Aids and Services, including: ◦ Accommodations, ◦ Modifications, and ◦ Program Modifications/Supports for School Personnel • Transition Services/Activities • Extended School Year (ESY) SDI and Related Services • Any other services required to enable the student: ◦ To advance appropriately towards attaining the annual goals, ◦ To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities, and ◦ To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities
	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.			
	NA			State metrics will be monitored to determine when our program can safely move to a hybrid model. Part C: birth to age 3, services will remain in CDL until home visiting guidelines for the state recommend resuming in-person home visits.
ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT				
<i>This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.</i>				
<i>Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.</i>				
0. COMMUNITY HEALTH METRICS				
Metrics for On-Site or Hybrid Instruction				
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
NA	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.		NA	
Exceptions for Specific In-Person Instruction where required conditions are met				
NA	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).		NA	
NA	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).		X	The EI/ECSE Program will meet with families to determine if there is a need for in person instruction for individual students on a case by case basis.
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	
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	
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	
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).		NA	
	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	Check = X	
NA	Implement measures to limit the spreads of COVID-19 within the school setting.		X	We will follow the plan of each setting we are at: Head Starts, Preschool Promise and community classrooms.**Plan for our buildings/classrooms: No Volunteers, no family entry during drop-off/pick-up. Parent/staff questionnaire upon entry, face shield/mask requirement in all common spaces and classrooms for staff and parents (No mask required at personal desk). Adults to maintain 6ft apart, when feasible. Staff will use online building access calendar to schedule time coming in (staggered schedules) to maintain social distancing, if needed. 35 sq. ft. per student/staff in a classroom. Handwashing and sanitization procedures upon arrival, between classes, and frequently. Cleaning procedures for high-touch surfaces. **Options: taking daily temps of students, family member, and visitors (arrival at school or before bus?) Protocol for hand hygiene Protocol for daily cleaning Staff and visitor check-in log
		NA- not a school setting		
X	Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	LBLES D Communicable Disease Management Plan	X	LBLES D EI/ECSE 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.	Cabinet and Program Administrators utilize schedule updated weekly. Distance monitors walk the building/program at least once in the morning and once in the afternoon during the time they are scheduled. Create Google sheet to log data-date, time, notes/observations	X	We will follow LBL ESD's plan - Distance monitors will be assigned at each EI/ECSE site.
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.	Neva Anderson, Emergency Preparedness Coordinator Email: nanderson@co.linn.or.us Phone: (541) 967-3888, ext. 2677, Shannon Ohling, EI/ECSE nurse Oregon School Nurse's Toolkit	X	We will follow LBL ESD's plan
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.		X	For all LBL EI/ECSE staff: Program nurse and administrators will provide the training virtually in August for our sites and classrooms. Participation logs will be kept for trainings. For preschools, head starts, preschool promise: We will participate in their trainings or get information from them to provide training to our staff regarding their plans. Participation logs will be kept and shared with partners for all trainings. We will create a saved drive with all location guidelines and plans for our sites and those of our community partners.
X	Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	Confirmed positive cases will be reported to program administrators. Program administrators will report the case and information to the superintendent's office. Confirmed cases reported to the Superintendent's Office will be reported to HR and to the applicable county office.	X	We will follow LBL ESD's plan

X	Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	High touch areas cleaned at least once throughout the day and after each instance of public use- Examples #1- opening conference room would require the room to be cleaned after; Example #2 cleaning eval. space after student evaluation (SEES staff would be responsible for this cleaning). Custodians would be cleaning the high touch areas outlined in the Cleaning Protocol Document once per day. Individual work station cleaning and cleaning of program specific equipment is the responsibility of program staff or individual staff. It is recommended that work stations be cleaned daily by the staff person that uses it. Cleaning logs in public spaces will be posted throughout the building (date, time, staff initial).	X	LBL EI/ECSE Classrooms: Will follow the program protocols for cleaning and sanitizing. In addition will utilize windows and fans to increase ventilation in each classroom. ELD Sanitation Guidelines LBL EI/ECSE Cleaning Protocol Eval Team: Will follow the program protocols for cleaning and sanitizing. In addition will utilize windows and fans to increase ventilation in the evaluation room space. Follow the LEA plan for preschools in their school districts. Follow plan for ELD sites, Preschool Promise and Head Starts
X	Process to report to the LPHA any cluster of any illness among staff or students.	Confirmed positive cases will be reported to program administrators. Program administrators will report the case and information to the superintendent's office. Confirmed cases reported to the Superintendent's Office will be reported to HR and the applicable county office.	X	We will follow LBL ESD's plan
X	Protocol to cooperate with LPHA recommendations.	Confirmed positive cases will be reported to program administrators. Program administrators will report the case and information to the superintendent's office. Confirmed cases reported to the Superintendent's Office will be reported to HR and the applicable county office. LPHA will work with the superintendent's office and/or HR to gather needed information from logs.	X	We will follow LBL ESD's plan
	Provide all logs and information to LPHA in a timely manner.	Confirmed positive cases will be reported to program administrators. Program administrators will report the case and information to the superintendent's office. Confirmed cases reported to the Superintendent's Office will be reported to HR and the applicable county office. LPHA will work with the superintendent's office and/or HR to gather needed information from logs.	X	We will follow LBL ESD's plan
X	Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).	Protocol for Entry and Screening Students and Staff , Protocol for Visitors Entering the Facilities , Link to Visitor Form , Link to Staff Entry Form , Link for Student Eval. Entry Form	X	We will follow LBL ESD's Protocol EI/ECSE visitor/staff check-in log EI/ECSE Evaluation check-in
NA	Protocol to isolate any ill or exposed persons from physical contact with others.	NA- staff will be sent home	X	We will follow LBL ESD's plan staff. A designated isolation space will be identified at each site for students. Will follow isolation procedures when in community settings, Head Start, Preschool Promise and school district preschool environments.
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).	Program administrators and/or cabinet will inform school site/s of ESD staff COVID-19 cases for contact tracing.	X	We will follow LBL ESD's plan and use ODE communication tools: Planning and Responding to COVID-19 Scenarios in Schools
NA	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.	Student issues not applicable for Main ESD building. LTCT and EI/ECSE will need plan within their blueprint.	X	The EI/ECSE Program will assign children and staff into a stable cohort. Daily logs will be kept as described below. Student cohort Check-in log
NA	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	Programs will be treated as cohorts. Staff members from outside of programs/cohorts log in on each program log. Programs will keep their own paper contact logs with admin. assistants- this is only for staff members. A brief visit to the AA to drop something off will not require a sign in. Students and families would use the sign in protocol described below. The staff room will also have its own contact log. Student evaluations will require a sign protocol (SEES and EI/ECSE are responsible for keeping their sign in logs)- Google Form link - required: student name, parent names, date, time, contact info, health questions, COVID-19 contact question, and any staff in contact with them throughout the process.	X	required: student name, parent names, date, time, contact info, health questions, COVID-19 contact question, and any staff in contact with them throughout the process. Student cohort Check-in log
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.	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.	X	We will follow LBL ESD's plan
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	We will follow LBL ESD's plan
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.	The superintendent's office and facilities will work with the LPHA regarding cleaning and possible closures.	X	We will follow LBL ESD's plan
X	Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).	Point of contact- Jason Hay for outbreak, Rhonda Allen for facility deep cleaning	X	We will follow LBL ESD's plan
	8/11 updates from the state in teal highlights			
	1b. HIGH-RISK POPULATIONS			
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
NA	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.		X	The EI/ECSE Program will continue to serve children in high-risk populations in accordance with their Individualized Family Service Plan.
NA	Medically Fragile, Complex and Nursing-Dependent Student Requirements			
NA	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.		X	The EI/ECSE Program will assess all children with health conditions that require nursing services. The EI/ECSE nurse will meet with the child's IFSP team to determine a child's ability to return to school and ensure health management plans and services are in place to address health concerns.

NA	<p>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 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: <ul style="list-style-type: none"> 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. 		X	The EI/ECSE Program will assess all children with health conditions that require nursing services. The EI/ECSE nurse will meet with the child's IFSP team to determine a child's ability to return to school and ensure health management plans and services are in place to address health concerns.
	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.	Capacity is determined by square footage of usable space and maintaining 6 feet of distance. Capacity is illustrated on a site map and signs will be posted for each room. Link to map	X	We will follow LBL ESD's plan
X	Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.	"Maintaining at least six feet of distance between individuals to the maximum extent possible" means when possible. It doesn't mean that 6 feet will always be maintained (i.e. working with a child, walking by another's desk, etc.). Face coverings will be used in those cases where 6 feet of distance cannot be maintained. Tape marks on the floor (already present) may help staff understand visually what 6 feet looks like. Add plexi barriers to AA counters. Capacity is illustrated on a site map and signs will be posted for each room. Link to map	X	We will follow LBL ESD's plan for staff. EI/ECSE students will not be required to maintain 6 ft. distancing at all times. Centers, circle times, and snack will be staggered to give greater space between children during these and any other activities where children would normally be situated near one another.
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.	Tape marks on the floor (already present), floor signs for lobby	X	We will follow LBL ESD's plan for staff. EI/ECSE students will not be required to maintain 6 ft. distancing at all times. Centers, circle times, and snack will be staggered to give greater space between children during these and any other activities where children would normally be situated near one another.
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).	Based on considerations of health and safety and work responsibilities a model of time in office, relocation of office spaces, and/or staggered schedules will be co-constructed with Program Administrators. Plans to be submitted to Jason and approved by Cabinet.	X	We will follow LBL ESD's plan for staff. Students will be on staggered schedules and 35 sq. ft. per student criteria will be met for all classrooms.
NA	Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.		X	EI/ECSE students will not be required to maintain 6 ft. distancing at all times. Centers, circle times, and snack will be staggered to give greater space between children during these and any other activities where children would normally be situated near one another.
X	Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Physical distancing expectations will be employed for all staff meetings and conferences that are in person. Staff meetings and conferences will be conducted remotely whenever possible.	X	We will follow LBL ESD's plan
	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.	Programs will be cohorts. Programs with staff that visit multiple sites need to be clear about the number of cohorts they may be a part of and program administrators will limit the number of cohorts as feasible. Staff need to be signing in at districts using the district defined protocol. Staff note specific building locations and times visited on their calendar to utilize as a contact log tool. Staff visiting other programs in the building need to sign in with the program administrative assistant on the paper program contact log.	X	Will follow ESD plan. The size of Stable cohorts will be based on the 35 square foot per person requirement for each classroom. EI/ECSE staff providing services in community settings will follow their established protocols.
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.		X	No EI/ECSE cohort will exceed 100 people within an educational week. It is anticipated that no cohort will exceed 12 children.
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).	Programs will be cohorts. Programs with staff that visit multiple sites need to be clear about the number of cohorts they may be a part of and program administrators will limit the number of cohorts as feasible. Staff need to be signing in at districts using the district defined protocol. Staff note specific building locations and times visited on their calendar to utilize as a contact log tool. Staff visiting other programs in the building need to sign in with the program administrative assistant on the paper program contact log. Use of PPE for staff visiting multiple sites is essential (face covering, face shield, gloves). For student evals - need to stagger schedules for bathroom breaks and lunch.	X	Will follow ESD plan. EI/ECSE staff providing services in community settings will follow their established protocols. Student cohort Check-in log
NA	Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.		X	Access to restrooms and other common areas will be on a staggered schedule to minimize interaction between stable cohorts. Access is provided to All Gender restrooms.
X	Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	Spaces to be cleaned by SEES staff in between evals, etc. Agency-wide cleaning will be conducted according to the Cleaning Protocol document .	X	Teachers and instructional assistants will be responsible for cleaning surfaces between multiple student uses. Will follow ESD plan. EI/ECSE staff providing services in community settings will follow their established protocols. EI/ECSE Daily Cleaning Protocol
NA	Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.		NA	There are no general education requirements for the birth - 5 population. Oregon's Early Learning and Kindergarten Guidelines which align and expand on Oregon's standards for learning and development for children ages three through kindergarten will be followed.
X	Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Remind staff of good hand hygiene throughout the day. Recommend handwashing when traveling between programs. Hand sanitizer is outside of each program entry. Utilize individual pens or use clean pen/dirty pen cups for sign in places. Hand Hygiene Protocol Document . Note: Gloves will only be available for situations where direct contact is necessary (i.e. therapy, etc.) There isn't an expectation to wear gloves in all situations with students and families. Some gloves were purchased for the situations mentioned just previously. However, frequent and thorough handwashing necessary.	X	We will follow LBL ESD's plan and the Early Learning Divisions plan for Child Care when it becomes available on 8/14/20
	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.	Superintendent letters, Program Administrator Letters, Letters to districts sharing this ESD Main building plan. Each program needs to have communication out to the districts (structure of how staff are logging, visiting districts, etc.- expectations of how we will deploy staff to districts). SEES will send evaluation families protocols for arrival and process.	X	We will follow LBL ESD's plan. EI/ECSE will communicate with staff and families via letter, email, the LBL website or the Bloomz App
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).	We will be collecting contact information on contact logs. The ESD will contact students/families who may have come into contact with a confirmed case. Staff will be communicated with via email.	X	We will follow LBL ESD's plan
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.	We will be collecting contact information on contact logs. The ESD will contact students/families who may have come into contact with a confirmed case. Staff will be communicated with via email.	X	We will follow LBL ESD's plan
X	Provide all information in languages and formats accessible to the school community.	Provide these protocols in the appropriate language for families.	X	We will follow LBL ESD's plan
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	Use same entry screening practice shared above.	X	Use same entry screening practice shared above.
NA	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 1f 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.		X	Screening prior to entry on a bus is the LEA responsibility. Students and visitors and staff entering EI/ECSE classrooms will be screened using the LBL protocols referenced above.
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."	We will follow the LPHA advice.	X	We will follow LBL ESD's plan
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.	We will follow the LPHA advice.	X	We will follow LBL ESD's plan
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.	Expect handwashing or utilize hand sanitizer upon entering the building. Increase the number of hand sanitizing stations throughout the building. Hand hygiene protocol document.	X	We will follow LBL ESD's plan
8/11 updates from the state in teal highlights				
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.	Only scheduled appointments and schedule evaluations will be allowed. Use the Visitor Google Form for sign in.	X	We will follow LBL ESD's plan. Family and team members may visit for evaluations, eligibility, and IFSP team meetings when these cannot be completed virtually. Check-in procedures will be followed for all 'visitors'. EI/ECSE staff and visitor check in log
X	Visitors/volunteers must wash or sanitize their hands upon entry and exit.	Signs indicating handwashing expectations posted at entry locations.	X	We will follow LBL ESD's plan
X	Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Signs indicating face covering expectations posted at entry locations.	X	We will follow LBL ESD's plan. Disposable masks and hand sanitizer will be available at main entry for visitors and family members entering the sites.
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.	Use of same screening tool (Google Form) mentioned earlier.	X	We will follow LBL ESD's plan. EI/ECSE staff and visitor check in log
8/11 updates from the state in teal highlights				
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.	Beginning August 3rd, Face coverings are required for use by staff in public areas (like hallways, staff room, etc.) when moving throughout the building or visiting areas outside of one's primary work space. A reusable mask will be issued to those staff that request one. Disposable masks will be provided to staff working directly with students and families. Disposable masks will be made available to those students and families as needed. Face covering protocol document.	X	When providing services in community settings all LBL EI/ECSE staff will adhere to their requirements and regulations as well as ESD and LBL EI/ECSE requirements to wear a face shield and/or mask.
	Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings	Beginning August 3rd, Face coverings are required for use by staff in public areas (like hallways, staff room, etc.) when moving throughout the building or visiting areas outside of one's primary work space. A reusable mask will be issued to those staff that request one. Disposable masks will be provided to staff working directly with students and families. Disposable masks will be made available to those students and families as needed. Face covering protocol document.	NA	No ECSE children will be required to wear a face mask due to their age
	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 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"; 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.		NA	No ECSE children will be required to wear a face mask due to their age. Parents that are requesting that their child wear a face covering must understand that staff cannot change or put on a face covering for a student. If a child comes to school wearing a face covering and it comes off a teacher will follow the protocol for placing the face covering in a baggy and put it in the child's backpack. Further discussion may be held in an IFSP meeting with the family to determine appropriate services and possibly placement.
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.	Reusable/washable face shields will be provided to front office staff and staff working directly with students where it is important for students to see a staff member's face (e.g. EI/ECSE, SLP, etc.). It isn't required to wear a mask AND a face shield but it is recommended to wear both in those situations where physical distancing isn't possible and a student doesn't need to see the staff member's face. Plastic barriers will be installed on all AA counters. Plastic barriers will be provided to EI/ECSE, Cascade Regional, and SEES for evaluations as needed for their program plan (2.5 feet tall by 4 feet wide).	X	We will follow LBL ESD's plan

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.	Disposable masks provided as needed.	X	We will follow LBL ESD's plan - providing other PPE as needed (disposable outer clothing covering to wear between classroom cohorts)
	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;		NA	Link to EI/ECSE RSSL companion document for guidance. No ECSE children will be required to wear a face mask due to their age
	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.		NA	No ECSE children will be required to wear a face mask due to their age
	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.		NA	No ECSE children will be required to wear a face mask due to their age
	For students not currently served under a 504/IEP, 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.		X	No ECSE children will be required to wear a face mask due to their age. Child find efforts will continue as required by IDEA.
NA	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.			ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, LBL Human Resources will work with that staff member to determine accommodations.
	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.	Sign in structure listed above.	X	Sign in structure listed above.
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. · 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.	Staff sent home before going into work space. Families scheduled for student evaluations will not be admitted and will be rescheduled.	X	Follow LEA plan for preschools in their school districts. Follow plan for ELD sites, Preschool Promise and Head Starts LBL EI/ECSE Classrooms: Will have a designated isolation space identified for each site/classroom that has the ability to reopen (meeting sq ft/cohort/social distancing requirements). If these requirements cannot be met the classroom will not be opened. Eval Team: Parents will be asked to return home with the child.
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. · 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.	Staff sent home before going into work space.	X	Utilize the LBL EI/ECSE program nurse to support training and written protocols to meet safety guidelines listed in column B for LBL EI/ECSE classrooms and staff. Staff required to assist in isolation rooms will have medical grade masks and other PPE.
NA	Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.		X	All children will have an emergency contact on record who is able to pick the child up when sick and transport home or to a medical facility. LEA is responsible for transporting children who have bus plans in place, if a parent/guardian is unable to pick them up from school.
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".	Need to communicate Column B info to staff via HR and program administrators. Staff work with program administrators for a plan to return to work. COVID-19 Exposure Log LBL Contact Log for Positive Test Result	X	We will follow LBL ESD's plan for staff who are ill. Parents will be informed of the information in column B upon re-opening of classrooms and when their child shows signs of illness. The Program administrator will work with the family for a plan to return to school.
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).	We will work with our ESD EI/ECSE nurse as necessary.	X	We will follow LBL ESD's plan
X	Record and monitor the students and staff being isolated or sent home for the LPHA review.	This information needs to be in the contact log.	X	We will follow LBL ESD's plan
	8/11 updates from the state in teal highlights			
	2. Facilities and School Operations			
	2a. ENROLLMENT			
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		

NA	Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.		X	Children will be enrolled according to state and federal eligibility criteria.
NA	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.		NA	
NA	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.		X	LBL EI/ECSE does not dis-enroll students. Will hold a meeting with the family about what is preventing them from attending. Follow LEA plan for preschools in their school districts. Follow plan for Preschool Promise and Head Starts
NA	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.		X	LBL EI/ECSE will follow ODE requirements regarding transfers
NA	Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.		X	A Comprehensive distance learning plan will be implemented if children cannot attend due to child or family health concerns.
NA	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.		X	LBL EI/ECSE staff will reach out weekly to families who are out with an absence.
NA	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.		NA	EI/ECSE does not report Cumulative ADM reporting
	8/11 updates from the state in teal highlights			
	2b. ATTENDANCE			
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
NA	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).		NA	
NA	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).		NA	
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	
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.		NA	
	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.		X	We take attendance but we don't remove students from our program. Waiting on Special Ed guidance from the State. LBL EI/ECSE will follow a closure process for families that we have not been able to reach, we will follow all contact guidelines, utilizing email, phone, texting, and written letters to make contact and that we stand ready to serve.
	8/11 updates from the state in teal highlights			
	2c. TECHNOLOGY			
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan		
NA	Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).		X	
NA	Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.		X	
	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.	Signs expecting handwashing will be posted throughout the building. Note: Gloves will only be available for situations where direct contact is necessary (i.e. therapy, etc.) There isn't an expectation to wear gloves in all situations with students and families. Some gloves were purchased for the situations mentioned just previously, however, handwashing is the best defense.	X	We will follow LBL ESD's plan
X	Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	Individual programs need to plan for sanitizing necessary and specific program equipment. The facilities staff will only be sanitizing the items outlined in the Cleaning Protocol document.	X	EI/ECSE will follow the ELD guidance and Program protocols referenced above.
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.	Conference Center will remain closed until further notice. Conference rooms may be utilized for small group meetings (Cabinet Approval). The Conference Room Kitchen will be closed. See notes about student evaluations above.	NA	
X	Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	See notes above about distancing requirements and staggered evaluation appointments.	X	Children and staff will enter classrooms through outer doors. Hallways will only be utilized to use the restrooms. Classroom cohorts will have staggered bathroom schedules.
NA	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.		X	Children who bring personal items to school will keep the items in their backpack, in their cubby. Items will only be used by the child who brought them. Parents will be encouraged to send only the minimum essentials (diapers, change of clothes, special dietary needs).
	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.	See note above.	X	All physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival and dismissal procedures.
X	Create schedule(s) and communicate staggered arrival and/or dismissal times.	Individual programs will create schedules to meet distancing requirements. See note above. Program Administrators create schedules and staggered schedules require Cabinet approval.	X	We will follow LBL ESD's plan
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).	See note above.	X	See notes above

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.	See note above.	X	Student and staff sign in procedures will be electronic as outlined above. Hand sanitizer will be available in proximity to the electronic device.
X	Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas.	Hand sanitizer stations will be located throughout the building and hand sanitizer will be available at each program entrance.	X	We will follow LBL ESD's plan
NA	Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.		X	LBL EI/ECSE Sites/Classrooms: During arrival/departure we will minimize the amount of time standing in line and have families wait outside to go through the screening process. Parents will be advised of drop off/pick up procedures that will include social distancing measures and will be as brief as possible.
	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		
NA	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.		X	The EI/ECSE Program will strive for 6 feet of social distancing, but acknowledges that physical distancing is not always possible or reasonable or appropriate for children interacting with each other. The 35 square foot per person requirement will be maintained in each classroom.
NA	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.		X	The EI/ECSE Program will <ul style="list-style-type: none"> o Limit the number of children in each program space, such as learning centers. o Increase the distance between children during table work. o Plan activities that do not require close physical contact between multiple children. o Limit item sharing and provide children with their own materials and equipment if possible (e.g., writing utensils, scissors, highchairs). • If items must be shared, remind children to wash their hands with soap and water or use sanitizer after using these items. (Wash hands 20 seconds. If using sanitizer only, 30 seconds). • Items should be sanitized between uses. o Discontinue the use of water or sensory tables. o Minimize time standing in lines and take steps to ensure that distance between the children is maintained. *Incorporate additional outside when possible
NA	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. <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. 		X	See handwashing protocol EI/ECSE hand hygiene protocol Signage will be posted in every restroom, classroom and meal prep area with reminders to encourage handwashing and proper respiratory etiquette.
	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).	The playground is closed due to the inability to clean and sanitize it between uses. The fence needs to be locked daily at the fence gate.	X	Playgrounds at Dixie, Clover Ridge, Crawfordsville and NECC will be closed to the general public until park playground equipment and benches reopen in the community.
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.	Handwashing expected following the use of the restroom.	X	After using the restroom students must wash hands with soap and water for 20 seconds.
NA	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.	NA	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.
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.	The playground is closed due to the inability to clean and sanitize it between uses. The fence needs to be locked daily at the fence gate.	X	Playgrounds at Dixie, Clover Ridge, Crawfordsville and NECC will be cleaned and sanitized between cohort uses in accordance with CDC guidance.
NA	Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).		X	See cleaning protocols above
NA	Maintain physical distancing requirements, stable cohorts, and square footage requirements.		X	See cohort and physical distancing protocols above
NA	Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).		X	Access to outside equipment and toys will be limited by cohort. All items will be sanitized between cohorts and at the end of the day.
NA	Design recess activities that allow for physical distancing and maintenance of stable cohorts.		X	See cohort and physical distancing protocols above
NA	Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.		X	Playgrounds at Dixie, Clover Ridge, Crawfordsville and NECC will be cleaned and sanitized daily and between cohort uses in accordance with CDC guidance.
X	Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Staff rooms in school buildings need to adhere to this expectation. The staff room in the administration building may have more than one person but physical distancing must be adhered to. Masks must be worn and staff should eat meals independently when indoors. Staff may eat together if spaced appropriately outdoors.	X	We will follow LBL ESD's plan
	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.	The ESD does not have a food service program. No shared food will be allowed until further notice. The Staff Room may be used but staff need to sign in for contact tracing. The Conference Room Kitchen is closed until further notice.	NA	LBL EI/ECSE provides 1 snack per cohort.
X	Prohibit self-service buffet-style meals.	The ESD will prohibit buffet-style meals.	X	We will follow LBL ESD's plan
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.	X	We will follow LBL ESD's plan
NA	Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance).		X	EI/ECSE staff serving snack will wear a face shield and gloves.
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.		X	See handwashing protocol EI/ECSE hand hygiene protocol
NA	Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.		X	See cleaning protocol. EI/ECSE Daily Cleaning Protocol
NA	Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.		X	See cleaning protocol. EI/ECSE Daily Cleaning Protocol
NA	Adequate cleaning of tables between meal periods.		X	See cleaning protocol. EI/ECSE Daily Cleaning Protocol
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.	Staff should eat meals independently when indoors. Staff may eat together if spaced appropriately outdoors.	X	We will follow LBL ESD's plan

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.		X		Attach or reference district protocols.
NA	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).		X		LEA responsibility
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.		X		LBL EI/ECSE Classrooms: LBL EI/ECSE will follow the LEA transportation protocols for loading and unloading students. LEA will establish a "screening" process for student getting on the bus. LBL EI/ECSE will have a screening log in place for arrival and departure.
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.		X		IFSP teams will meet if there is a need to amend transportation services on the IFSP
NA	Drivers wear face shields or face coverings when not actively driving and operating the bus.		X		Follow plan for ELD sites, Preschool Promise and Head Starts
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).		X		LEA responsibility. EI/ECSE will support the district plans
	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.		N/A		EI/ECSE children are not required to wear face masks
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.	The Agency will follow the Cleaning Protocol for frequently touched surfaces. Shared object sanitizing will be the responsibility of individual programs. An electrostatic sprayer will be used for cleaning play equipment. etc. at EI/ECSE. https://germaphobix.com/product/antivirus-electrostatic-sprayer/	X		We will follow LBL ESD's plan
NA	Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.		X		An electrostatic sprayer will be used for cleaning outdoor play equipment, etc. at EI/ECSE. https://germaphobix.com/product/antivirus-electrostatic-sprayer/
X	Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	All cleaning supplies are applied according to labeling directions.	X		We will follow LBL ESD's plan
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.	All cleaning supplies currently being used follow these guidelines.	X		We will follow LBL ESD's plan
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.	Note: McDonald Miller adjusted the outside air ratio to the maximum possible and we are considering installing UV light units to ducts (budget and time permitting). Also, HEPA filters will be placed throughout spaces- especially those that are smaller.	X		ESD will be testing the air flow in all ECSE Classrooms. Windows will be open whenever possible in classrooms and office areas. Hepa filters will be placed in class
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.	Note: McDonald Miller adjusted the outside air ratio to the maximum possible and we are considering installing UV light units to ducts (budget and time permitting). Also, HEPA filters will be placed throughout spaces- especially those that are smaller.	X		ESD will be testing the air flow in all ECSE Classrooms. Windows will be open whenever possible in classrooms and office areas. Hepa filters will be placed in classes. Fans will only be used to circulate fresh air from open windows or doors.
NA	Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.		X		ESD will be testing the air flow in all ECSE Classrooms. Windows will be open whenever possible in classrooms and office areas.
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).	The Agency will follow the Cleaning Protocol for frequently touched surfaces.	X		We will follow LBL ESD's plan
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).	Note: McDonald Miller adjusted the outside air ratio to the maximum possible and we are considering installing UV light units to ducts (budget and time permitting). Also, HEPA filters will be placed throughout spaces- especially those that are smaller.	X		ESD will be testing the air flow in all ECSE Classrooms. Windows will be open whenever possible in classrooms and office areas.
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.		X		EI/ECSE will follow LEA plan for preschools in their school districts. EI/ECSE will follow plan for ELD sites, Preschool Promise and Head Starts. LBL EI/ECSE Classrooms: Will have a designated isolation space identified for each classroom that has the ability to reopen (meeting sq ft/cohort/social distancing requirements). If these requirements cannot be met the classroom will not be opened.
NA	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).		X		LBL EI/ECSE will utilize the program nurse to support ongoing collaboration and conversation related to student needs. We will follow LBL ESD in regard to staff health needs, and we will follow HS, SD or ESD, and ELD plans.
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		

NA	Review and take into consideration CDC guidance for shared or congregated housing: <ul style="list-style-type: none"> Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible Ensure at least 64 square feet of room space per resident Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary Configure common spaces to maximize physical distancing Provide enhanced cleaning; Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 		NA	
	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		
NA	In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. 		X	All safety drills will continue in accordance with ORS 336.071 and OAR 581-022-2225
NA	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.		X	Drills will be carried out using procedures as close as possible to those used prior to school closures. Covid-19 physical distancing measures will be utilized as long as they do not interfere with the drill.
NA	When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.		X	if physical distancing must be compromised, drills must be completed in less than 15 minutes.
NA	Drills should not be practiced unless they can be practiced correctly.		X	Drills will only be practiced correctly
NA	Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.		X	Staff will be trained in safety drills prior to children attending school.
NA	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).		X	If on a hybrid schedule, drills will be conducted to ensure that all students have the opportunity to participate
NA	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.		X	Students and staff 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.
	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		
NA	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.		X	The EI/ECSE Program will continue to implement PBIS strategies program wide, as well as continue to utilize CPS strategies to improve instruction and skill building of lagging skills.
NA	Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.		X	The EI/ECSE Staff will utilize PBIS strategies proactively to reduce antecedent events and triggers within the school environment.
NA	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.		X	The EI/ECSE staff will be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping) and will adjust antecedents where possible to minimize student and staff dysregulation. We recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
NA	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.		X	The EI/ECSE Staff design daily short lessons to build self-regulation skills; usually during circle time or when children are regulated and/or not demonstrating challenging behaviors
NA	Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.		X	All EI/ECSE staff are trained to support de-escalation (PBIS, Safety First) provide lagging skill instruction (CPS), and implement alternatives to restraint and seclusion (PBIS, Safety First).
NA	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.		X	Staff will be 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.
NA	Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> Student elopes from area - 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. 		X	Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> Student elopes from area - 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.
NA	<ul style="list-style-type: none"> Student engages in behavior that requires them to be isolated from peers and results in a room clear. 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. 		X	<ul style="list-style-type: none"> Student engages in behavior that requires them to be isolated from peers and results in a room clear. 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.
NA	<ul style="list-style-type: none"> 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: <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. 		X	<ul style="list-style-type: none"> 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: <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.

	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	<u>Review the "Planning for COVID-19 Scenarios in Schools" toolkit.</u>	<u>The ESD will follow the guidance within the "Planning for COVID-19 Scenarios in Schools" toolkit.</u>	X		We will follow LBL ESD's plan	
X	Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Confirmed positive cases will be reported to program administrators. Program administrators will report the case and information to the superintendent's office and HR. HR will notify the LPHA office and contact the impacted staff member to offer support accessing applicable leave.	X		We will follow LBL ESD's plan	
	8/11 updates from the state in teal highlights					
no updates from the state in the section above 7/28/20						
3b. RESPONSE						
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan				
X	<u>Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.</u>	<u>The ESD will follow the guidance within the "Planning for COVID-19 Scenarios in Schools" toolkit.</u>	X		We will follow LBL ESD's plan	
NA	Ensure continuous services and implement Comprehensive Distance Learning.		X		LBL EI/ECSE will add a CDL plan to all IFSPs or amend existing IFSPs to include distance learning in order to be prepared for any possible class/school and program closures. LBL EI/ECSE will do this in compliance with IDEA and state regulations. Distance Learning plans will be in effect from September 2020 through June 2021 to cover all possible closures during the school year.	
NA	Continue to provide meals for students.			NA		
	8/11 updates from the state in teal highlights					
3c. RECOVERY AND REENTRY						
Check = X	OHA/ODE Requirements	Hybrid/Onsite Plan				
X	<u>Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.</u>	<u>The ESD will follow the guidance within the "Planning for COVID-19 Scenarios in Schools" toolkit.</u>	X		LBL EI/ECSE will follow the OHA and Governor's metrics and guidance from ODE regarding returning to on-site instruction. Information will provide to families via letters, email, the Blooms App and posted on our website using the preferred language of the families we serve. We will support families with resources to work with their children when onsite instruction resumes (create visuals, social stories, etc).	
X	<u>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.</u>	<u>Follow cleaning protocol listed above.</u>	X		LBL EI/ECSE will follow Oregon Health Authority, ELD and LBL ESD cleaning protocols and guidelines.	
NA	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.		X		LBL EI/ECSE will develop cohorts by meeting all LPHA, ELD and ODE guidance.	
	8/11 updates from the state in teal highlights					
ASSURANCES						
Check = X					Check = 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	The LBL EI/ECSE Program affirms that our plan meets the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the Ready Schools, Safe Learners guidance.
	<u>Sections 4-8 do not have specific check boxes for the ESD. Potentially add check boxes below (Sections 4 & 8 need to be covered).</u>					
	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			