

**Centennial Safe Return to In-Person Instruction and Continuity of Services Plan: August 27, 2021**

<b>Mental Health Needs</b>		
<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies and description of policies adopted to ensure continuity of services</b>	<b>How do adopted policies reflect Ready Schools Safe Learners (RSSL) guiding principles?</b>
Devote time for students and staff to connect and build relationships	<ul style="list-style-type: none"> <li>● The Oregon Department of Education's Integrated Model of Mental Health will be shared with building school counselors, school psychologists, and administrators with an expectation to use resources to support students and staff.</li> <li>● Morning meetings held within classrooms</li> <li>● Buildings will determine specifics for developing how the beginning of the year and with each term begins to enable students and staff dedicated time to build relationships.</li> <li>● The Centennial School District with many other districts around the staff will designate the first full week of school as <a href="#">"Care and Connection Week"</a>. The focus of this week is to:               <ul style="list-style-type: none"> <li>○ Promote a sense of community and togetherness.</li> <li>○ Build excitement for the school year that aligns with safety messaging.</li> <li>○ Welcome students, families and staff back to school, and foster relationships and community.</li> <li>○ Connect to equity and mental health/health promotion and prevention that is strengths-based, equity-centered, and trauma and social emotional learning informed.</li> <li>○ Bring us together to renew our relationships, cultivate care, connection and community.</li> </ul> </li> <li>● During the 2020-21 school year, we began using our <a href="#">CSD Guiding Principles for Social Emotional Learning</a> to support our shared understanding and collective focus around social-emotional learning (SEL) and will continue to use this as a guide moving forward.</li> </ul>	<p>Equity is the foundation of the Centennial School District strategic plan and its efforts. This includes ensuring safety and wellness, centering health and well-being, cultivating connections and relationships, prioritizing equity and innovation (page 5 of Ready Schools Safe Learners (RSSL) Resiliency Framework)</p> <p>Centennial prioritizes student and staff well being. We are participants in the Oregon Health Schools Grant which focuses on the <a href="#">WSSC Model (Whole School, Whole Child, Whole Community)</a>.</p> <p>School Safety and Prevention Systems (SSPS) are also priorities. We have well developed systems that use trauma-informed practices when considering Behavior Safety Assessments, suicide prevention, and crisis response.</p>
Ample class time, and private time if needed, for creative opportunities that allow	<ul style="list-style-type: none"> <li>● Staff will work together to develop lesson plans and talking points that allow for open discussion.</li> <li>● School counselors, psychologists, and social workers are</li> </ul>	Centennial's focus on mental health aligns with expectations listed on page 11 of the Ready

<p>students and staff to explore and process their experiences</p>	<p>available at each school site.</p> <ul style="list-style-type: none"> <li>○ Buildings will be able to access school social workers as an added resource this year.</li> </ul>	<p>Schools Safe Learners (RSSL) Resiliency Framework stating that <i>“ODE recognizes that mental health, which encompasses emotional, social, cognitive and behavioral functioning, is one of the cornerstones of public education, and central to building school cultures and climates where every student, and all who serve them, thrive.”</i></p>
<p>Link staff, students, and families with culturally relevant health and mental health services and supports</p>	<ul style="list-style-type: none"> <li>● All buildings within the Centennial School District have access to mental health providers. We worked with our partners when specific, culturally relevant resources and supports were needed.</li> <li>● Specific supports that we share with families can be found on our website on the: <ul style="list-style-type: none"> <li>○ Community Resources Link page: <a href="https://www.csd28j.org/domain/51">https://www.csd28j.org/domain/51</a></li> <li>○ Social, Emotional, and Mental Health Supports: <a href="https://www.csd28j.org/Page/908">https://www.csd28j.org/Page/908</a></li> <li>○ Suicide Prevention Process, Handbook and Resources: <a href="https://docs.google.com/document/d/1JTQYRM-t36imSkcq5cAubizrx1lqBx14gWz1K9dYwO8/edit?usp=sharing">https://docs.google.com/document/d/1JTQYRM-t36imSkcq5cAubizrx1lqBx14gWz1K9dYwO8/edit?usp=sharing</a></li> </ul> </li> </ul>	<p>The Centennial School District also has developed systems in alignment with <i>“Oregon’s School Safety and Prevention System (SSPS) [that] is designed to provide school districts with a multi-tiered system of supports ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. These offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.”</i> page 12 of the Ready Schools Safe Learners (RSSL) Resiliency Framework.</p>
<p>Foster peer/student led initiatives on wellbeing and mental health</p>	<ul style="list-style-type: none"> <li>● The above resources are available supports and the Centennial School District is required to provide supports to students, staff, and families as outlined in policy <a href="#">JHH</a>:</li> </ul>	<p>Students are critical partners for initiatives around promoting and discussing wellbeing and mental</p>

	<p><u><a href="#">Student Suicide Prevention</a></u></p> <ul style="list-style-type: none"> <li>● Specific suicide prevention instruction and strategies along with promoting strong mental health and resources are critical aspects of instruction and all levels. <ul style="list-style-type: none"> <li>○ Wellness, social emotional learning, and friendship building are critical aspects to suicide prevention at younger grades. Many of these skills as well as how to access resources and how to support friends are part of instruction for students at middle and high school.</li> </ul> </li> </ul>	<p>health. Student clubs and classes (such as health) provide opportunities for input and guidance.</p> <p>Additional steps will be taken this year to include student input around what they and their peers need.</p>
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**Communicable Disease Management Plan**

Please provide a link to the district’s communicable disease management plan that describes measures put in place to limit the spread of COVID-19 within school settings. (OAR 581-022-2220). The advised components of the plan and additional information are found on pages 20 and 21 of the Ready Schools Safe Learners (RSSL) Resiliency Framework and meet the ESSER process requirements of “coordination with local public health authorities.”

The Centennial School District partners with the Multnomah Education Service District (MESD) and follows its communicable disease management plan.

Link (updated 6.23.21. An updated version will be accessible soon):

[https://www.multnomahesd.org/uploads/1/2/0/2/120251715/multnomah\\_education\\_service\\_district\\_-\\_comprehensive\\_communicable\\_disease\\_management\\_plan\\_last\\_updated\\_6-23-2021.pdf](https://www.multnomahesd.org/uploads/1/2/0/2/120251715/multnomah_education_service_district_-_comprehensive_communicable_disease_management_plan_last_updated_6-23-2021.pdf)

<b>ARP ESSER Component</b>	<b>Extent to which district has adopted policies and description of policies adopted to ensure continuity of services</b>	<b>How do adopted policies reflect Ready Schools Safe Learners (RSSL) guiding principles?</b>
<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>The Centennial School District will continue to follow our notification process protocol which includes coordination and consultation with the Multnomah County Health Department. The following school district policies are also in place.</p> <ul style="list-style-type: none"> <li>● Link to: <a href="#">GBEB: Communicable Diseases-Staff</a></li> <li>● Link to: <a href="#">GBEB/AR: Communicable Diseases-Staff</a></li> <li>● Link to: <a href="#">JHCC: Communicable Diseases-Students</a></li> <li>● Link to <a href="#">JHCC/AR: Communicable Diseases-Students</a></li> </ul>	<p>Throughout the Ready Schools Safe Learners (RSSL) Resiliency Framework, it is advised that school districts consult with the local public health authority.</p> <p>The Centennial School District works closely with the Multnomah Education Service District Health Services Department and the Multnomah County Health Department around mitigation measures to</p>

		limit the spread of COVID-19 including cohorting, contact tracing, notifications, isolation, and quarantine practices.
<p><b>Isolation Plan</b> Please provide a link to the district’s plan to maintain health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child. (OAR 581-022-2220). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number.</p> <p>Link: (last updated in 03.31.21-Information will be reviewed and updated as needed) <a href="https://docs.google.com/document/d/15zqgq-n0RxOZGaAy7tOPgJi-SubEPFv9bcHyNxS3yL4/edit?usp=sharing">https://docs.google.com/document/d/15zqgq-n0RxOZGaAy7tOPgJi-SubEPFv9bcHyNxS3yL4/edit?usp=sharing</a></p>		
<p><b>Mitigation Strategies</b> School administrators are required to exclude staff or students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010; OAR 333-019-0010) Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each mitigation strategy. In developing the response, please review and consider the CDC guidance and the Ready Schools Safe Learners (RSSL) Resiliency Framework for each mitigation strategy. Additional documents to support district and school planning are available on the ODE Ready Schools, Safe Learners website.</p>		
Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect Ready Schools Safe Learners (RSSL) guiding principles?
COVID-19 vaccinations to educators, other staff, and students if eligible	<ul style="list-style-type: none"> <li>• In the Winter of 2021, the district worked with the Multnomah Health Department and the Multnomah Education Service District (MESD) to provide all staff access to vaccination appointments.</li> <li>• In the Spring of 2021, Centennial provided busing for students and families to vaccination sites.</li> <li>• Centennial has provided opportunities for students through the Student Health Center to access vaccinations during June and July 2021 and will continue to do so during the 2021-22 school year.</li> <li>• Plans for the 2021-22 school year include: continuing to partner with the Multnomah Health Department to provide information about vaccination opportunities to staff, students and families whether provided on-site in the district or through communication of vaccination sites or clinics that individuals can access.</li> </ul>	The Ready Schools Safe Learners (RSSL) Resiliency Framework indicates that, <i>“Getting vaccinated against COVID-19 is the best way to stop the pandemic, and return society to more typical functioning.”</i> page. 13

	<ul style="list-style-type: none"> <li>○ Starting Sept 7th, the Student Health Center at Centennial High School will offer a vaccine-only clinic each week. The clinic provides services to all school age students. Vaccinations will also be offered to any regularly scheduled client.</li> <li>● Centennial follows the guidance from the Oregon Department of Education (ODE) and Oregon Health Authority (OHA) in regards to which vaccinations are required for students to attend our schools and what exemptions are acceptable. At this time, ODE and OHA have not required the COVID-19 vaccine for students. We will continue to follow state guidance.</li> </ul>	
<p>Universal and correct wearing of face coverings</p>	<p><b>All Centennial staff (including any onsite community partners) and students ages 5 and up will be required to wear masks, regardless of vaccination status.</b> Masks should not have exhalation valves or vents, be single layer, or made of thin fabric that doesn't block light (no gators and no face shields alone).</p> <p>There are a few exceptions to wearing a mask. Masks are not required when an individual is:</p> <ul style="list-style-type: none"> <li>○ Unable to wear a mask due to a medical condition or how they experience a disability;</li> <li>○ Actively eating or drinking;</li> <li>○ Engaged in an activity that makes wearing a mask, face covering or face shield not feasible;</li> <li>○ Required to have their identity confirmed upon entry into schools/district sites.</li> </ul> <p><b>Masks will be required on school buses and while students are waiting at the bus stop.</b></p> <p>Families, students, and staff will be provided visuals and videos around expectations for face coverings prior to the beginning of school. These visuals will be provided in multiple languages.</p>	<p>Page 7 of Ready Schools Safe Learners (RSSL) indicates, "On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (<a href="#">OAR 333-019-1015</a>). This rule applies to public, private, parochial, charter, youth corrections education programs (YCEP) and juvenile detention education programs (JDEP) or alternative educational programs offering kindergarten through grade 12 or any part thereof. The rule requires all individuals over two years of age to wear a face covering while indoors in a K-12 school, during school hours. Certain <a href="#">accommodations</a> for medical needs or disability may be necessary."</p>

	<p><u>Indoor Requirements:</u></p> <p>These are based on the <a href="#">Oregon Administrative Rule: 333-019-1025 Masking Requirements for Indoor Spaces.</a></p> <p>“Masks are required at all times unless alone in a private individual workspace, meaning an indoor space within a public or private workplace used for work by one individual at a time that is enclosed on all sides with walls from floor to ceiling and with a closed door.”</p> <p><u>Outside Requirements:</u></p> <p>Anyone on school grounds is required to wear a mask, unless alone. This includes essential visitors, parents, and spectators for sports.</p> <p>Students are expected to wear masks at recess unless taking a quick mask break.</p>	
Physical distancing and cohorting	<ul style="list-style-type: none"> <li>● Centennial will continue to follow the requirements as outlined by the Oregon Department of Education, the Centers for Disease Control, and the Multnomah Health Department.</li> <li>● Per the latest guidelines, students and staff will work to maintain at least 3 feet between students when possible.</li> <li>● School staff are working with dining services to determine the best options during meal periods to create the most space between students when they cannot wear masks. <ul style="list-style-type: none"> <li>○ Each building has determined a lunch plan that aims for 6ft of distance between students.</li> <li>○ Buildings are using a combination of inside and outside spaces as well as adding more seating and adjustments to lunch rotation schedules.</li> </ul> </li> <li>● “Stable cohorts” include buses, classrooms, after school activities, etc. when students and/or staff spend 15 minutes or longer together. Cohorts will be documented through attendance for contact tracing. This allows the district in collaboration with the MESD and the Multnomah Health Department to determine who might have been exposed in order to confirm quarantine requirements.</li> </ul>	<p>On page 14, Ready Schools Safe Learners (RSSL) indicates, “OHA and ODE strongly advise that schools support and promote physical distancing as described below:</p> <ul style="list-style-type: none"> <li>● <i>Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students.</i></li> <li>● <i>When it is not possible to maintain a physical distance of at least 3 feet,</i></li> </ul>

		<p><i>it is especially important to layer multiple other prevention strategies, such as wearing face coverings.</i></p> <ul style="list-style-type: none"> <li>● <i>Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.</i></li> <li>● <i>Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.”</i></li> </ul> <p><i>Also on page 14, “Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stays together for a significant portion of the school day. OHA and ODE strongly advise that schools design cohorts for students to the extent possible.”</i></p>
<p>Ventilation and air flow</p>	<ul style="list-style-type: none"> <li>● Building principals (in consultation with their head custodians and the district maintenance department) will 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</li> </ul>	<p>On pages 15 and 16 of Ready Schools Safe Learners (RSSL), <i>“ODE and OHA strongly advise schools to ensure effective ventilation and improve the indoor air quality in schools by:</i></p> <ol style="list-style-type: none"> <li>1. <i>Increasing the amount of fresh</i></li> </ol>

	<p>and doors before students arrive and after students leave, and while students are present.</p> <ul style="list-style-type: none"> <li>• All district systems are capable of meeting or exceeding the minimum recommendations of 3 air changes per hour.</li> <li>• Systems will be running continuously to increase and support air flow. Spaces may be colder in the mornings due to this.</li> <li>• All filtration was replaced over winter break and is replaced 3 times per year.</li> <li>• Building custodians are expected to clean, maintain, and clear any debris that may affect the function and performance of the ventilation system, when filters are changed or as needed.</li> <li>• Considerations will be made for the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>• Each space will be reviewed by building administrators, school nurses, and head custodian to determine specific ventilation needs.</li> <li>• All classrooms will be provided portable HEPA filters.</li> </ul>	<p><i>outside air that is introduced into the system;</i></p> <p><i>2. Exhausting air from indoors to the outdoors; and</i></p> <p><i>3. Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.”</i></p>
<p>Handwashing and respiratory etiquette</p>	<ul style="list-style-type: none"> <li>• Centennial will continue the practice of advising students, staff and visitors to wash their hands frequently. Hand sanitizer is provided when hand washing is not possible.</li> <li>• Specific times students, staff and visitors are expected to wash hands or use hand sanitizer include: upon entrance to buildings, after using the restroom, before eating, before and after going to recess.</li> <li>• Visuals, videos and modeling will be provided at the beginning of the year and throughout the year to remind students, staff, and visitors of safety measures to practice around handwashing and respiratory etiquette. Visuals are provided in several languages.</li> </ul>	<p><i>On page 18 of Ready Schools Safe Learners (RSSL), “OHA and ODE strongly advise that schools create protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol at the key times named below and that schools prioritize handwashing with soap and water after students or staff use the restroom.”</i></p>
<p>Free, on-site COVID-19 diagnostic testing</p>	<ul style="list-style-type: none"> <li>• Currently, the school nurses and specific administrators at Centennial Middle and High School have been trained to provide free-onsite COVID-19 diagnostic testing. Both schools have test kits on site.</li> </ul>	<p><i>“By identifying infections early, testing helps keep COVID-19 transmission low and students in school for in person learning, sports, and extracurricular</i></p>

		activities.” page 19 of Ready Schools Safe Learners (RSSL) Resiliency Framework
COVID-19 screening testing	<ul style="list-style-type: none"> <li>● Information about how to obtain COVID-19 screening materials will be provided to staff and families.</li> <li>● The Centennial School District will continue to practice multi-point visual screenings, which is not the same as “screening testing”, but can however lead to additional screening questions and considerations in order to limit potentially ill individuals from exposing others.</li> <li>● These occur: <ul style="list-style-type: none"> <li>○ Prior to leaving for school. Staff and secondary students can “screen” themselves to ensure they are not demonstrating any of the primary symptoms of COVID-19 (cough, fever [temperature of 100.4°F or higher] or chills, shortness of breath, difficulty breathing, or new loss of taste or smell). Families of elementary age students are encouraged to visually “screen” their children.</li> <li>○ Upon entry to the bus and/or the building, school staff will continue visually screening students to see if a more thorough screening needs to take place.</li> <li>○ As students enter classrooms and throughout the day, staff will continue to visually “screen” students to see if there are any changes in behavior that might indicate that a student is not feeling well and might require a more thorough screening.</li> </ul> </li> <li>● If students or staff display any of the primary symptoms while onsite, additional steps will be taken including temperature checks.</li> </ul>	<p><i>“Screening testing targets unvaccinated students and staff, but enrollment is open to anyone and vaccination status is not verified.”</i> page 19 Ready Schools Safe Learners (RSSL) Resiliency Framework</p> <p><i>“By identifying infections early, testing helps keep COVID-19 transmission low and students in school for in person learning, sports, and extracurricular activities.”</i> page 19 of Ready Schools Safe Learners (RSSL) Resiliency Framework</p>
Public health communication	<ul style="list-style-type: none"> <li>● In collaboration with the MESD and Multnomah County Health Department, notification letters will be provided when a positive case is confirmed.</li> <li>● If an individual has been exposed to someone who tested positive for COVID-19, individual phone calls are made and written notification is sent as a follow-up.</li> <li>● At the beginning of the 2021-22 school year, staff will be provided training about the process and this information will be shared with families.</li> </ul>	On page 19 of Ready Schools Safe Learners (RSSL), it states that <i>“OHA and ODE strongly advise that school districts, charter schools, and private schools develop plans for communicating health and safety protocols to students, families and communities. Protocols may</i>

	<ul style="list-style-type: none"> <li>○ Process in place from last year will continue to be in place: <ul style="list-style-type: none"> <li>■ Positive and/or close contact information is provided to the school.</li> <li>■ Schools ensure that the MESD is informed.</li> <li>■ The MESD consults with the County Health Department.</li> <li>■ Determinations are then made regarding the need to quarantine or not, notifications and timelines.</li> </ul> </li> </ul>	<p><i>differ from school-to school. A strong communication plan that includes protocols for communicating potential COVID-19 cases to the school community and other stakeholders is critical. Provide clarity and supporting materials for communication to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts."</i></p>
<p>Isolation and quarantine</p>	<ul style="list-style-type: none"> <li>● Students and staff who are <b>exhibiting COVID-19 primary symptoms must stay home</b> (and families should consult their primary care provider).</li> <li>● <b>We will follow local public health guidance</b> and requirements regarding COVID-19 isolation and quarantine procedures.</li> <li>● If there is a positive case, we will follow <b>MESD and Multnomah County Health Department contact tracing and quarantine procedures</b>.</li> <li>● If a student is diagnosed with a positive or presumptive case of COVID-19, the student will have to quarantine at home for 10 days.</li> <li>● Per the latest guidelines, if a school <i>cannot</i> confirm that 6 feet of distancing was consistently maintained or 3 feet of distancing with consistent mask use was maintained during the school day, then each person that the confirmed case was in contact with (for a period of at least 15 minutes) will need to quarantine. However, per the Multnomah County Health Department, if the exposed student is vaccinated AND asymptomatic, the exposed student would not have to quarantine. <ul style="list-style-type: none"> <li>○ The MESD in consultation with the Health Department will determine if vaccinated</li> </ul> </li> </ul>	<p>On page 21 of Ready Schools Safe Learners (RSSL) Resiliency Framework, it states that <i>"Isolation and quarantine are core components under the authority of public health (LPHAs and OHA) as described in ORS 431A.010, 433.004, 433.441, and 433.443. Schools and districts must cooperate with any LPHA investigations and requirements to protect the public health. LPHAs follow statewide Investigative Guidelines for COVID-19 and other diseases."</i></p>

	<p>students or staff will need to quarantine or not. In most cases, they will not need to. Each situation will warrant individual considerations.</p> <ul style="list-style-type: none"> <li>● The Centennial School District will continue to follow the required practice of isolating individuals who may have a contagious disease from individuals who are not sick in consultation with our school nurses while making arrangements for the individual to go home. <ul style="list-style-type: none"> <li>○ Staff supporting this spaces will be provided additional personal protective equipment</li> </ul> </li> <li>● We are currently developing a plan to ensure that instruction continues for students who need to quarantine.</li> </ul>	
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**Accommodations for Children with Disabilities**

Please describe the extent to which the district has adopted policies related to appropriate accommodation for children with disabilities with respect to health and safety protocols. Please describe any such policies.

- All buildings within the Centennial School District will continue to comply with established IEP/504 plans. District associated policies include:
  - [IGBAJ Special Education-Free Appropriate Public Education \(FAPE\)](#)
  - [IGBAJ/AR Special Education-Freed Appropriate Public Education \(FAPE\)](#)
  - [IGBAF Special Education-Individualized Education Program \(IEP\)](#)
  - [IGBAF/AR Special Education-Individualized Education Program \(IEP\)](#)
- Accommodations are not required because a parent has concerns about the efficacy, implications, or potential harm of face covering requirements. Rather, accommodations are required only when necessary to enable access to education and prevent discrimination on the basis of disability. Oregon prohibits discrimination in its K-12 education system (OAR 581-021-0045).
- 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 building special education teams will:
  - Review the 504/IEP to ensure access to instruction is in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
  - Student IEP/504 teams will also consider all other aspects of this requirement.
- If a student has a medical condition and the family has indicated they cannot wear a mask, school nurses will verify with the student’s medical provider.
- If any student requires an accommodation to meet the requirement for face coverings, staff will work to limit the student’s proximity to other students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include any that are listed in the requirements or others that meet student and staff needs and safety guidelines.
- All buildings will consider Child Find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to

meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

- Additional PPE (Personal Protective Equipment) will be provided to staff working in close proximity to students who are unable to wear a face covering.

