

La Grande School District Fall 2020 Reopening Plan



*Back To School Plan- Together We
Will Succeed*

Love, Care, Serve

Version 4.0 (Nov. 5, 2020)

Table of Contents

Introduction	
Superintendent’s Message	3
Board of Education	7
Strategic Plan	8
Core Values & Pandemic Beliefs	9
Current State Guidance	10
Plans & Blueprints	11
Models for Reopening	12
Operations	13
Safety Protocols	
Arrival & Dismissal	17
Staff & Student Screening	19
Face Coverings	20
Social Distancing	22
Cohorts	23
Hand Washing & Hygiene	23
Cleaning	23
Storage and Educational & Personal Materials	23
Isolation	23
Contact Tracing	25
Response to Cases and/or Outbreak	25
Safety Drills	27
Educational Models	
The Oregon School Health Metrics	29
Limited In-Person Instruction Rules	31
Phase 1/2: Comprehensive Distance Learning	33
Phase 1/2: La Grande Virtual Learning Academy	43
Phase 3: Hybrid / Re-Entry Reimagined	44
Phase 4: Full Return	52
Student Services	
Culture of Care & Behavior Services	54
Counseling Services	55
Nursing Services	55
Bussing & Transportation	56
Meals	57
Technology	59
Additional Information	
Pandemic Team	60
Design Teams	61
Contact Us	62

Introduction



Superintendent's Message

Dear Parents, Guardians, Community Members,

These past few months living and learning during this pandemic time has brought forth some unprecedented and unfortunate events that we will all remember for the rest of our lives. Many traditional experiences that we have with one another in community or family settings have been altered, eliminated, or rescheduled. We have seen situations where equity gaps have increased with limited access to food, transportation, medical supplies, technology, and access to high quality learning. There are also instances where social and emotional behavioral health needs have escalated and many family, employment, and community relationships have become strained.

We are in a time where educators, school staff, students, parents and community members have worked well to respond to this pandemic crisis. We collaborated to keep Oregon's health care system from being overwhelmed and we have saved many lives in doing so. We have collaborated well to provide education and supplemental services in support of our health care system and slowing the curve for the spread of COVID 19.

However, we are not done collaborating and working together. This school year we will be living and working while COVID-19 is still in our lives and community. Our work has only just begun and we will need your support and feedback, as we seek to get it right as it relates to teaching and learning as well as overall safety of staff and students.

COVID 19 and Impact on Education:

- Schools are a fundamental system that helps to develop academic knowledge and skills, social-emotional regulation, good citizenship for the positive contributions of society...Schools are necessary.
- Schools also provide opportunities to cultivate knowledge and skills and the inclusiveness to overcome socioeconomic, racial and cultural barriers.
- The impact of closing schools has many 2nd and 3rd order consequences for students, their families, our community, our economy, and our future.
- There will be long-term education status, health, wellness, social emotional and cognitive implications of students not attending school in person.
- Not having students in our school buildings has been extremely difficult for families, children and educators alike. Our district must address safety concerns for students, staff, and families just as importantly as the other social, emotional, and cognitive factors referenced above.

Next Steps for LGSD Education:

On June 10th our state issued a blueprint guidance document titled "Ready Schools, Safe Learners," (RSSL). This document was developed in collaboration with Oregon Health Authority, and provides a framework for schools for the 2020-21 school year that ensures the health and safety of all students and staff and the families they go home to

each day. The RSSL guidance document directed school districts to review, plan, and implement one or more of the state directed instructional models that will allow students, staff, and families to best be served based on local context, data, and decision.

The Operational Blueprints also require that each school district address eight essential elements including the following: Public Health Protocols; Equity; Instruction; and Family and Community Engagement.

In short, RSSL requires that our district works together with a planning team to determine whether we will teach all students on site, teach all students through new comprehensive distance learning, or utilize a hybrid model. RSSL also requires our district have and implement a communicable disease management plan and work in close coordination between the schools, school districts, and the local public health authorities.

The Reentry Blueprint That LGSD posts shall be submitted for review and approval by the LGSD School Board as well as Union County Health Department and Union County Emergency Management. Our reentry blueprints will be available online within our district website as well as online on an Oregon Department of Education Website.

REQUIREMENTS AND RECOMMENDATIONS BY INSTRUCTIONAL MODEL

On-Site Learning 	Hybrid Learning 	Comprehensive Distance Learning 
<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students, including students not on-site. <input type="checkbox"/> Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. <ul style="list-style-type: none"> • Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. <p>Recommended</p> <ul style="list-style-type: none"> ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.). 	<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students, including students not on-site. <input type="checkbox"/> Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. <ul style="list-style-type: none"> • Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. <p>Recommended</p> <ul style="list-style-type: none"> ⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary. ⇒ To the extent possible, maximize synchronous learning opportunities. ⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning. ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.). 	<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Under this model, any school including charter schools, must comply with pending Comprehensive Distance Learning Guidance. <input type="checkbox"/> Schools must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG) <input type="checkbox"/> Provide access to nutrition/meal service for all eligible students. <p>Recommended</p> <ul style="list-style-type: none"> ⇒ To the extent possible, maximize synchronous learning opportunities. ⇒ Where connectivity capacity is limited or unavailable, maximize educator and student connection through other means to ensure relational context of learning.
<h3>Short-Term Distance Learning</h3> <p>The statewide pivot to Distance Learning for All in spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID-19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact classroom, a section of a school, a school, or an entire district.</p>		

Our planning team process has involved over 60 community members including staff, administrators, parents, Union County Health officials, Grand Ronde Hospital executives, Union County Emergency Management, County Commissioners and LGSD Board of Directors in giving us input into developing our Instructional model plan and our daily academic schedule.

Through this collaboration our district determined that our greatest priority as a district was to create a plan that allows as many students as possible to attend school in person based on square feet parameters with an understanding that we will all need to navigate the state's evolving efforts to mitigate COVID-19. **Our focus has become the safe reentry of staff and students to our schools.**

This school year will require a very high level of planning, modifying, adapting, communicating and collaborating. We must do so for the best learning experience while taking into deep consideration the safety for all staff and students. To remain flexible and adaptive to the situation/environment; Our planning team also felt it was important for us to develop contingency models for instruction in the event of an outbreak. As a result of our planning process, parents/families will have the ability to choose online learning options if they desire.

Making It Clear: Our School District Planning Team Agreed On the Following Instructional Models:

1. LGSD **In-Person** Instructional MODEL - Majority of students are served onsite based on Square Feet logistics, student cohort groups, assigned zones, PPE and spacing requirements, etc. This program will offer traditional learning & home based digital access to all students should we have to move into short term or long term distance learning.
2. LGSD **Online** Education Delivery for All MODEL (La Grande Learning Academy)- This option is where a student takes all of their courses online. This can be implemented based on parent preference following district and state guidelines for Online learning.
3. For any family that selects In-person learning for their students, LGSD asks that you select our **Hybrid instructional** option as this is a combination of in-person and online instruction. The Hybrid option is in response to changes related to managing the COVID-19 virus and State guidance) this option allows students to learn in school and learn from home following our Comprehensive Distance Learning Model (CDL). This is also subject to transportation, safety, and square foot space requirements.

Contingency Plans:

Short Term-Long Term Comprehensive Distance Learning: In the event of individual sickness, classroom or community outbreak, as well as crisis response our district has also prepared instructional support for Short Term to Long Term Distance Learning Education Plans. Students that attend **In person** classes will have access to this model when **remote learning** must take place **due to sickness or outbreak**. Home based digital access to all educational content will be available.

Hybrid Learning Contingency Plan: Specific predetermined student programs and services will be onsite. Other students involved with In-Person learning Model will be served remotely via the Short Term-Long Term distance learning model.

All Contingency learning models have been developed in order for us to adapt as needed to ensure safety and security, continuity of learning, equity and access, and social- emotional supports for all students at all times.

Bussing:

LGSD will provide hand sanitizer when entering the bus and during the ride, the driver and staff will wear mask and/or shield; We will require PPE for all students on the bus, disinfect all interior surfaces between routes, open windows and use of fans to circulate fresh air, we will seek to have 3 feet of space between passengers on bus as our goal but this is not likely feasible at all times. We will assign seats and contact trace if needed. We will do these tactics and implement many more strategies to increase safety. However, in spite of all the strategies to mitigate and plan for safety, *LGSD still advises parents to avoid bussing if at all possible for this school year.*

Conclusions:

As you can see, LGSD is striving to stay resilient, open-minded, real, positive, adaptive, simple, and full of grace in these tough times. We have been battling and addressing each barrier and obstacle COVID-19 throws our way because our goal is to return students to our school buildings safely by August 31.

LGSD will stay knowledgeable, collaborative, informed, and will communicate often as we move forward and seek to preserve the future of our students, family, and community.

This guidebook has great information as it relates to our school environment, our instructional model, and the strategies we are implementing to have a strong educational experience amid COVID-19. Our priorities are safety and security for all who enter and work in our buildings, Continuity of Learning, Equity and Access and maintaining strong programming that supports social-emotional learning and behavior support for our students and staff. We are committed to supporting our students by providing meals, technology and access supports, transportation, and ensuring a clean and sanitized environment that has spacing, zones, and routes configured as well.

KEY PRINCIPLES are mission critical to be executed daily for the safety and welfare of all.

KEY PRINCIPLES for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

1. **Physical distancing** — minimizing close contact (<six feet) with other people.
2. **Hand hygiene** — frequent washing with soap and water or using hand sanitizer.
3. **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups.
4. **Protective equipment** — use of face shields, face coverings, and barriers.
5. **Environmental cleaning and disinfection** — especially of high-touch surfaces.
6. **Isolation** of sick people and quarantine of exposed people.
7. With the above considerations foremost, outdoor activities are safer than indoor activities.

The LGSD reopening plan serves as a road map to traverse through the conditions ahead and stay on course, as the path is predicted to change on this journey during the 2020-2021 school year. Every day is new, the science, the data, the news and information on this virus is ever evolving and at times confusing. What our education system and teachers are up against is astronomical. Our instructional models and contingency plans put us in a position to pivot and partner as we navigate through the unknowns.

LGSD has anchored our decisions based on our Mission, Vision, Values, Goals, Strategic Plan as well as regional and state data, evidence, and expert advice from health care and emergency management professionals. Our district will seek to stay in close communication and collaboration with our families, classified and certified unions, health and safety officials, county commissioners, students, as well as regional and state education systems.

In conclusion, we understand the need for parents to be involved in the decision for their child to attend school in person or at home. Our plans honor and value the individual needs of our staff and parents. You have a choice to make for the preferred educational system you would like your student to participate in. It is my hope that we created a plan that is well informed and responsive to your students and the community we serve.

Sincerely,

George Mendoza

Superintendent La Grande School District

Board of Education

The Board of Education believes our children are watching us and we need to model grit, equity and the belief every child can learn and thrive in an ever-changing world. We're committed to being good role models for our students in all our actions. If all adults in our students' lives make the same commitment, we will have a great 2020-2021 school year - regardless of what unexpected events may come our way.

Robin Maille – Chair

Randy Shaw- Vice Chair

Merle Comfort

Joe Justice

Danelle Wilson

Michelle Perry

Bruce Kevan



*"In the midst of the COVID-19 pandemic, we are learning that when everyone wears a mask, the virus spreads more slowly. It is our recommendation that schools implement policy for using face coverings as a way to keep students and staff healthy in the classroom."
- Center for Human Development*

STRATEGIC PLAN

The Goal of La Grande School District in future years will be to ensure that we align our budget to support strategic plan priorities. Our goal is to invest resources where they will benefit students most. The Strategic plan will serve as a roadmap that integrates our foremost priorities that we will support.

Goal 1: Ensure All Students Are Ready to Learn

Indicator 1A: By 2024, Culture of Care strategies will be fully implemented with effective tiered interventions and a robust health and wellness program.	Indicator 1B: By 2024, The district will improve daily attendance rates to and reducing chronic absenteeism (17 or more absences in a school year).	Indicator 1C: The district will continually update its comprehensive safety plan , enhance relationships with emergency services, and provide ongoing training for all staff and students.	Indicator 1D: Increase pre-kindergarten learning experiences for all students entering the district.
--	---	--	--

Goal 2: Foster Increased Academic Success

Indicator 2A: By 2024, 95% of high school freshman will be on-track (6 or more credits) for graduation/completion of diploma or certificate.	Indicator 2B: By 2024, the district will exceed state average the State of Oregon in English Language Arts and Math assessment benchmarks and annually improve achievement/growth rates.	Indicator 2C: By 2024, 98% of students in the 2020 freshman class will graduate/complete high school with a diploma or certificate.
--	--	--

Goal 3: Develop Engaged Life-Long Learners

Indicator 3A: By 2024, all students will participate annually in community service, clubs, sports, and/or activities within their school or community.	Indicator 3B: By 2024, community and regional partnerships will be expanded to support students in developing into college and career ready adults.	Indicator 3C: The district will develop and implement a plan to improve student competency in financial literacy and job/soft skills.
--	---	---

Core Values/Pandemic Beliefs

LOVE ~ CARE ~ SERVE

CORE VALUES:

- Safety and Caring
We strive to create high quality, integrity-driven, equitable education experiences by providing safe and caring environments in which to learn and grow.
- Social Emotional and Individual Well-Being
We focus on the well-being of all students and staff members. This includes social, emotional and academic needs.
- Relationships
We aspire to have effective communication and respectful relationships in all school district and community interactions.
- Real World Education
We believe exceptional education creates life-long learners, develops students to their potential and builds positive character traits and job skills. In addition, we highly value involvement in meaningful community service and beneficial partnerships.



"Empower La Grande's learners to learn, staff to thrive and our community to prosper"

- LGSD Mission Statement



"Preparing all La Grande students for their brightest future"

- LGSD Vision Statement



LGSD Pandemic Beliefs

- Safety precautions are critical as we are faced with new realities and circumstances for our district and our community.
- We have a duty and obligation to protect our staff and students.
- Schools play a major role in the economic and workforce vitality of our community.
- Students and staff need social emotional learning support.
- Each student should have access to high quality instruction no matter the environment or modality.
- In person learning and behavioral supports in school provide more equitable access and higher levels of feedback and monitoring towards grade-level standards.
- Parents and adults are a major lever in student success.
- Kids need positive relationships and connections with peers and adults to be successful. Staff members need interactions with students and their school family.
- Technology offers opportunities for innovation, flexibility and authentic learning options. Virtual platforms have proven to be more valuable for some students.
- Clarity and coherent systems are critical to achieve our goals.
- We must assess the needs, strengths, skills and talents of our staff to assign them to the best possible personal and professional placement.
- Our LGSD Strategic Plan has been our North Star in decision making and focus.

Commitment to Work Together

We are Better, when we are Together: Collaboration and Problem Solving

As you read this, whether you are a parent, a student, a staff member, a partner or a member of the community, please consider it through this lens:

- I acknowledge what's working today may not work tomorrow.
- I shall exercise high levels of flexibility and adaptability to ensure all students, staff and parents are supported to achieve effective eLearning and learning in person.
- I understand sometimes I must ignite innovation to solve problems and address challenges.
- I promise to take personal accountability for myself and others in order to maintain all safety protocols.
- I know we are navigating new opportunities and struggles daily, so I will share kindness, empathy and gratitude hoping to make a positive difference in the lives of others

State of Oregon Guidance

Oregon Department of Education Guiding Principles

Guiding Principles ODE remains committed to the guiding principles introduced in spring 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- Ensure safety and wellness. The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and create the conditions to support mental, social, and emotional health of students and staff.
- Cultivate connection and relationship. Quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen and valued. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.
- Center equity. Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- Innovate. The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

Oregon Department of Education School Reopening Guidance

ODE's *Ready Schools, Safe Learners* guidance was released on June 8, 2020 to all Oregon school districts. This guidance was updated on August 11, 2020 to help districts meet ever-changing landscape COVID-19 presents to schools and help resolve or clarify information in the June 8th edition. *Ready Schools, Safe Learners* will continue to be updated throughout the summer and ODE will continue to work to resolve issues as they become apparent through this guidance.

Link to *Ready School, Safe Learners*: <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf>

Governor Brown's Executive Order 20-29

La Grande School District is currently operating under the Governor Brown's Executive Order 20-29 (released on June 24, 2020) to support our students, staff, and families. Executive Order 20-29 focuses on:

- In-person Classroom Instruction. It is ordered that the conduct of in-person instruction at public schools and private schools shall be subject to restrictions, effective July 1, 2020. Namely, in-person instruction may only take place if it complies with the guidance described in this Executive Order. . .
- Guidance for In-person Classroom Instruction. The Oregon Health Authority (OHA) and Oregon Department of Education (ODE) shall, individually or jointly, publish guidance relating to the conduct of in-person instructional activities at public schools and private schools. . .
- Written Plan. Not later than August 15, 2020, or prior to the beginning of the 2020-2021 school year, whichever is earlier, public schools and private schools must develop a written plan describing how they will comply with the guidance . . .
- Use of School Facilities for Other Activities. Other public school and private school functions beyond in-person instruction must comply with the guidance this Executive Order. . .
- Continuity of Educational Services. In order to receive allocations from the State School Fund, public schools shall:
 - a. Provide all students equitable access to high quality continuous. . .
 - b. Provide for the sustained, equitable delivery of critical services to students and families, including but not limited to, food services, and social, emotional and mental health support consistent with ODE and OHA guidance. . .
 - c. Provide school meals. . .
 - d. Public school employees shall fulfill duties as may be assigned by their public school employers. . .
 - e. To the extent any modifications or reductions in a public school workforce during the effective dates of this Executive Order are necessary, any such actions should consider the goals of the Educator Equity Act

For the full text of Governor Brown's Executive Order go to: https://www.oregon.gov/gov/admin/Pages/eo_20-29.aspx

Plans & Blueprints Guidance



La Grande School District has worked closely with the local public health authority, health experts, and emergency management to create the following document and references. All reopening resources and documents can be found at: <https://sites.google.com/lagrandesd.org/distancelearning/reopening-resources>.

[La Grande School District Policy: Communicable Disease - Student](#)

[La Grande School District Policy: Communicable Disease - Staff](#)

[La Grande School District Communicable Disease Plan](#)

[Central Elementary Reopening Blueprint](#)

[Greenwood Elementary Reopening Blueprint](#)

[Island City Elementary Reopening Blueprint](#)

[La Grande Middle School Reopening Blueprint](#)

[La Grande High School Reopening Blueprint](#)

"Scientific studies prove wearing a face covering protects the people around us. If I wear a mask and you wear a mask then the risk of one of us passing coronavirus - or even influenza - drops by at least 75%. This is a cheap, simple, proven prevention that does not involve drugs or side effects. It is worth it for all of us to wear a mask in public and keep our families healthy and kids in school."

- Union County Emergency Management

Models for Reopening

The Oregon Department of Education has provided districts the flexibility based on local context to determine if their school will reopen in an On-Site, Hybrid, or Comprehensive Distance Learning Model. La Grande School District will be reopening in the Fall in a Hybrid Model and provide students and families the ability to access learning in-person, online, or through short-term virtual (if sick/quarantined) to best meet their individual needs.

Phase 1/2	Phase 1/2	Phase 3	Phase 3
Comprehensive Distance Learning	La Grande Learning Academy	Hybrid	Comprehensive School-Based
Distance Learning	Formal Online Program	Limited On Site/Online Model	On-Site Model
Grades: K-12	Grades: K-12	Grades: K-12	Grades: K-12
Description: Short-term education solution for the school or families impacted by exposure or outbreak of COVID-19 to provide continuity with traditional classrooms or if schools have to close due to outbreak.	Description: 100% virtual instruction with support provided through our online learning lab. This is long-term solution for those that want an online experience and/or limited exposure to peers and staff during COVID-19.	Description: <ul style="list-style-type: none"> ● Grades K-6 in CDL w/LIPI groups OR on site in modified schedule ● Grades 4-12 CDL and limited on-site services for groups with special needs OR on site in modified schedule 	Description: This is a traditional school program where students access teachers and peers in classrooms daily. Full range of in-person services that support your student and their growth as a learner.
Educational Model: <ul style="list-style-type: none"> ● 100% online education program – Google Classroom supported by teacher(s) at school site. ● Google Meet, Zoom, and/or recorded class content will be uploaded to Google platform daily ● Lessons, activities, videos, assessments provided ● Access to district technology as needed ● Home-based digital access to all content ● Students will receive grades and feedback from their teacher ● Daily interventions with specialists ● Student Services provided by case manager via video and/or online based instruction multiple times per week ● Physical instructional materials provided by district ● Packaged meals for pick up 	Educational Model: <ul style="list-style-type: none"> ● K-12 full-time online learning ● K-12 core classes, elective classes, and Eastern Promise classes offered ● Local teachers providing online instruction, support, and communication on learning ● Daily support for online students at Willow Elementary or virtually ● Social distancing (6ft spacing) at the online learning lab ● Stable cohorts developed for students attending learning lab ● Student Services provided by case manager via video and/or online based instruction (multiple times per week) ● Meals for pick up upon request ● Full access to district clubs, sports, or other programs ● Must enroll for at least a semester ● Schedule: Daily (Recommended) but flexible based on student or family needs. 	Educational Model: <ul style="list-style-type: none"> ● All student in Comprehensive Distance Learning with vulnerable students receiving additional supports and services on-site. ● Designed to first support students in high risk and medically fragile populations who may need specialized services due to health concerns. ● Specially Design Instruction provided by case managers and general education teachers. ● As needed: Schools may develop learning lab times (K-12) back to on-site learning to do a variety of activities depending on the course or need. ● Packed meals for pick-up provided 	Educational Model: <ul style="list-style-type: none"> ● Stable Cohort Model ● All student attend daily ● Traditional learning & home based digital access to all educational content via Google Classroom ● Assigned restrooms ● No lockers ● Assigned zones and routes to walk by cohort. ● Students attend daily ● Specialist come to the classroom ● Recess and PE are outside of the classroom with their class cohort ● Student services inclusion model ● Packaged meals brought to the classroom and older grade levels will have meals in cafeteria in assigned areas ● Modified schedule
Safety Protocols: <ul style="list-style-type: none"> ● District will work with the local public health authority to determine when schools can reopen if temporarily closed due to outbreak ● District will work with the local public health authority and families to determine school re-entry if exposed or have a confirmed case of COVID-19 	Safety Protocols: <ul style="list-style-type: none"> ● Daily visual health screening of students ● Mask recommended ● Increased hand washing and hygiene ● Contact tracing process for determining exposure and spread of COVID19 ● No sharing materials, supplies, equipment ● Increased cleaning of all high-touch surfaces ● Waivers to participate in activities that increase risk of exposure 	Safety Protocols: <ul style="list-style-type: none"> ● Daily visual health screening of students ● Mask recommended ● Increased hand washing and hygiene ● Contact tracing process for determining exposure and spread of COVID19 ● No sharing materials, supplies, equipment ● Increased cleaning of all high-touch surfaces ● Waivers to participate in activities that increase risk of exposure 	Safety Protocols: <ul style="list-style-type: none"> ● Daily visual health screening of students ● Mask recommended ● Increased hand washing and hygiene ● Contact tracing process for determining exposure and spread of COVID19 ● No sharing materials, supplies, equipment ● Increased cleaning of all high-touch surfaces ● Waivers to participate in activities that increase risk of exposure

Operations

ATTENDANCE

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

- Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants, paraprofessionals, and TAPP family advocates through teacher-designed and facilitated processes.
- Interaction can be evidenced by any of the following or reasonable equivalents:
 - Participating in a video class;
 - Communication from the student to the teacher via chat, text message, communication app or email;
 - A phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student;
 - Posting completed coursework to a learning management system or web-based platform or via email; or
 - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent for the day (grades K-5/ self-contained) or class (grades 6-12/ individual subject).

What if my student is absent due to illness?

1. **DO NOT BRING YOUR STUDENT TO SCHOOL IF THEY ARE SICK!**
2. Communicate with your student’s teachers and access learning either live or recorded through their Google Classroom, if practical.
3. Follow instructions below about determining when to return to school.

Scenario 1a. A student or staff member has been exposed to a person with confirmed or presumptive COVID-19 within their household. The student or staff member is not currently showing symptoms.

Involved persons	Action
School	<ul style="list-style-type: none"> • Send individual home (if not home already). • Record the date school became aware and excluded the individual. • <i>Student must be offered instruction under comprehensive distance learning (CDL) while quarantined.</i>
Exposed person	<ul style="list-style-type: none"> • Quarantine at home for 14 days after date of last exposure to the COVID-19 positive contact. If additional household members become ill with COVID-19, or if the exposed person cannot avoid continued close contact, the length of quarantine may be >14 days. See CDC for quarantine scenario examples. • If exposed person becomes ill during quarantine, see Scenario 2b.
Household members, including siblings (if exposed person is a student)	<ul style="list-style-type: none"> • Siblings should also quarantine at home for 14 days after date of last exposure to the COVID-19 positive contact. If additional household members become ill with COVID-19, or if the exposed person cannot avoid continued close contact, the length of quarantine may be >14 days. See CDC for quarantine scenario examples. • If exposed sibling becomes ill during quarantine, see Scenario 2b.

Scenario 2a. A student or staff member becomes ill with primary COVID-19 symptoms (cough, temperature of 100.4°F or higher, chills, shortness of breath, difficulty breathing, or new loss of taste or smell). Ill person has no known COVID-19 contacts in past 14 days.

Involved persons	Action
School	<ul style="list-style-type: none"> Isolate student or staff member following RSSL 1i <ul style="list-style-type: none"> Send student or staff home. Record the symptoms reported or observed, and the date school became aware and excluded the individual. <i>Student must be offered instruction under CDL while isolated; any other students in the household who require quarantine (see below) must also be offered instruction under CDL.</i>
Ill person	<ul style="list-style-type: none"> Seek testing from healthcare provider. If individual does not have a provider and needs assistance finding a testing site, use the Oregon Health Authority (OHA) testing map to find the closest testing location: https://govstatus.egov.com/or-oha-covid-19-testing or call 211. If the ill person has a <i>negative</i> COVID-19 viral test, see Scenario 3a If the ill person does <i>not get tested</i> for COVID-19, see Scenario 4a If the ill person has a <i>positive</i> COVID-19 viral test, see Scenario 5
Household members, including siblings (if ill person is a student)	<ul style="list-style-type: none"> All household members may continue school attendance while ill student is evaluated for COVID-19 infection. <i>Decision to quarantine depends on ill person's test result. See above-linked guidance regarding ill person's test result.</i>

Scenario 3a. An ill student or staff member has a negative COVID-19 viral test and has no known COVID-19 contacts in past 14 days.

Involved persons	Action
School	<ul style="list-style-type: none"> Send individual home (if not home already). <i>Student must be offered instruction under CDL while isolated.</i>
Ill person	<ul style="list-style-type: none"> Isolate at home until 24 hours after fever is resolved, without use of fever-reducing medicine, and symptoms are improving.
Household members, including siblings (if ill person is a student)	<ul style="list-style-type: none"> Healthy household members <i>without symptoms</i> may continue school attendance.

For more information on these types of situations, please see ODE manual [Planning for COVID-19 Scenarios in Schools](#) (updated October 30, 2020)

Returning from travel

- Limit travel, if at all possible.
- If staff or students travel outside the United States they need to quarantine for 14 days upon return. If no symptoms occur the person may return.
- If staff or students travel to states identified by CDC as high-risk, they need to quarantine for 14 days upon return. If no symptoms occur the person may return.

REGISTERING NEW STUDENTS

- Families new to La Grande from another community in the United States need to register their student for school. Parents can access the LGSD Registration form below. Parents should have all necessary documents (i.e. birth certificate, shot record, etc.) present when registering their student. Parents should contact the district office at (541) 663-3202 to determine what school boundaries they live in and contact the school to set up an enrollment conference.
- It is vital that all students are registered for the 2020-21 school year and all parent/guardian contact information is updated and current.
- La Grande School District Registration Form: [Registration Form Live Link](#)

PARENT/STUDENT ENGAGEMENT AND INVOLVEMENT

Contacting administration/district/school

- Email or Google Meet (virtual meeting) is the district's preferred method for communication.
- In-person onsite meetings are strongly discouraged and should be scheduled in advance. Any onsite visitors will go through a screening process.

Office hours for staff (teachers/counselors)

- Staff who work directly with students will have regular office hours. These office hours will be posted for students and parents to see and access.
- Meetings between parents and teachers will be scheduled as requested.

Procedures

- Ongoing collaboration instead of formal parent/teacher conferences.
- There will be no district-scheduled parent/teacher conferences or open houses in-person this year until COVID-19 restrictions are lifted; these events will be held virtually.
- Parents should contact their students' teachers frequently as needed.
- Programs, concerts, etc. will be present virtually and be accessible via recording after the event.

TRANSPORTATION

Students will be expected to register for district-provided transportation before the start of school.

- Students who are sick are encouraged to stay home and not ride the bus.
- Students will be screened before boarding the bus.
- Students will be expected to practice social distancing at the stop before boarding and while waiting for the bus to arrive.
- Students will be expected to wear face coverings at all times.
- Hand sanitizer will be provided as students get on the bus.
- Students who appear sick will be isolated and reported to the building administration on arrival.
 - Symptomatic students will be seated in first row of the bus during transportation, and multiple windows open to allow fresh air circulation, if feasible. (ODE Guidance, pg. 45)
- Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings

when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative

- Per ODE guidelines, when feasible, busses will provide at least three feet of physical distance between passengers and 6 ft. between the driver and passengers.
- Students will be seated by grade-level cohort to extent possible.
- Windows will be rolled down to provide maximum airflow as weather permits.
- Families and students are encouraged to provide their own transportation as the safest option to avoid exposure.

COMMUNICATION & UPDATES

LGSD will utilize a number of means to ensure parents, students, staff, partners, and the community are all informed of potential changes. This will include:

- Phone, email and text messages to parents
- District websites and social media
- La Grande School District app
- Local media coverage and advertising
- Press conference or live video presentations
- Virtual town hall meetings

"It is imperative that we work through the challenges and go back to school. Oregon's children need access to an equitable, high quality education and all the nutrition, health, and social supports that come with it. Our state's future depends on the education, health, and wellbeing of today's children. We need to come together to overcome existing and exacerbated inequities brought on by COVID-19. We can do it carefully and cautiously and slowly, where needed. And, we can provide ready schools that are safe places for learners, staff, and their families."

- Colt Gill

*Director of the Oregon Department of Education
Deputy Superintendent of Public Instruction*

Safety Protocols

The Key Practices

In collaboration with the Oregon Health Authority, The Oregon Department of Education has released the *Key Practices for Reducing Spread of COVID-19 in Schools* and outlining the effective practices to limit the spread of COVID-19 in our schools and communities. This section of our guide reviews many of these key practices and lets staff, students, and families know what we are doing to help limited the spread of COVID-19.

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS
The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

- Physical Distancing** — At least six feet with other people.
- Hand Hygiene** — Frequent washing with soap and water or using hand sanitizer.
- Cohorts** — Conducting all activities in small groups that remain together over time with minimal mixing of groups.
- Protective Equipment** — Use of face shields, face coverings, and barriers.
- Isolation & Quarantine** — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
- Environmental Cleaning & Disinfection** — Especially of high-touch surfaces.
- Airflow & Ventilation** — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

Arrival and Dismissal

These are the overall expectations. Specific instructions by school level or individual buildings may be more specific and detailed, but will follow these guidelines.

ARRIVAL (OUTSIDE BUILDING)

- All traffic flow should be in one direction around schools.
- There should be no gathering of students outside the school doors or on school grounds.
- Students will access schools through assigned entrances.

STUDENT PROCESS (GOING INSIDE THE BUILDING)

- Proceed through student screening process.
- Come into school, wash hands, and proceed to designated area or classroom for breakfast.

LATE ARRIVAL

- Students should go to the office for check in, screening processes and instructions.

RELEASING STUDENTS DURING THE DAY

- We request parents to limit student appointments during school hours as much as possible
- Parents should wait in their vehicle and call the office, if possible, from the parking lot.
- Students will check out in the office before leaving the building. If needed, an adult will escort the student to the vehicle

DISMISSAL

- Schools will develop site-specific instructions for limiting gatherings and keeping traffic flowing efficiently.
- Checking out students
- Schools will employ staggered dismissal, as appropriate, to eliminate large student groups congregating after release.

VISITORS

Volunteers and visitors should be limited, to the greatest extent possible, from on-site activities. Staff members (for example - itinerant staff, substitute teachers, and other district staff who move between buildings, etc.), contracted service providers (for example - counseling services, maintenance, etc.), and partner providers (for example - student teachers, DHS Child Protective Services staff, etc.) are not considered visitors or volunteers.

- Restrict non-essential visitors/volunteers.
 - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
 - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. *See table "Planning for COVID-19 Scenarios in Schools."*
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.

NON-CONTACT THERMOMETERS

LGSD will use Hawkeye Non-Contact Infrared Thermometers. These are designed for quick and concise body temperature measurements. Unlike other infrared thermometers, this unit is intended for non-contact measurement of human body temperature. That makes it ideal for mass temperature screening and monitoring without contact or fear of contamination for public spaces and gatherings. It is suitable for all ages, including adults and children.



Staff & Student Screening

DAILY MONITORING OF SYMPTOMS

AT HOME SCREENING PROCESS

Parents will be asked to screen their students daily before allowing them to attend school. All staff assigned to work onsite at an LGSD building should also self-monitor.

- Questions to use for screening/monitoring

Do I have any of the following that are new or I cannot explain:

Y/N	Temp above 100 degrees	Y/N	Sore throat
Y/N	Shortness of breath	Y/N	New loss of taste or smell
Y/N	Cough	Y/N	Congestion or runny nose
Y/N	Chills	Y/N	Nausea or vomiting
Y/N	Muscle Pain	Y/N	Diarrhea
Y/N	Headache		

- Has a member of my household (or another family member for whom I am providing direct care) been diagnosed with COVID-19, or been directed to self-quarantine due to symptoms of COVID-19?
- Temperature checks: If over 100.4 degrees do not send child to school.

Parent/Guardian Guidance if COVID 19 is suspected:

- Always make contact with family doctor and/or reach out to Health Department.
- If student has temperature over 100.4, keep student home until fever is gone for three days (72 hours) without the use of fever-reducing medications) and notify the school.
- If in a COVID-19 situation (household member with symptoms or positive test), notify the principal. Determination will be made for quarantine expectations.
- **If diagnosed with COVID-19, quarantine for 14 days and notify the school. When in doubt, call your school nurse before coming to school.**

Staff screening

- All staff assigned to work onsite at an LGSD building will also self-monitor daily.

AT SCHOOL SCREENING PROCESS

Any screenings of students or visitors will include:

- Staff will conduct visual screenings of students as they enter the building. They will be looking for symptoms listed above. If any symptoms are present, the staff may take the students temperature and start the isolation, quarantine, and notification process.
- Visitors will complete full screening process, including temperature check, before accessing campus. If any the person cannot answer all questions satisfactorily they will not be allowed to access campus.

If staff, students, or visitors display symptoms, follow communicable disease protocols, go home or go to sick room/isolation, get support from school nurse, and communicate with health agencies to evaluate symptoms and determine next steps.

Student or visitor will not be allowed to enter general population if they do not pass the entire screening process.

- Student will either go home with parent or proceed to isolation room to await further instruction.
- Visitors will be instructed to leave.

Face Coverings



In addition, CDC also recommends that everyone wear cloth face coverings when leaving their homes, regardless of whether they have fever or symptoms of COVID-19. This is because of evidence that people with COVID-19 can spread the disease, even when they don't have any symptoms. Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

Face coverings are required for all students and staff in all grades.

Accommodations are noted in the guidance below.

It is now established that people without symptoms can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as “source control” of a contagious person’s respiratory secretions. Use of face coverings does not change physical distancing requirements. In addition, emerging evidence suggests that airborne transmission may play a role in the spread of COVID-19, via exposure to small droplets and aerosols that contain the virus and can linger in the air for minutes to hours. This means the virus may be able to infect people who are farther than 6 feet away from the person who is infected, especially in enclosed indoor spaces, when people are shouting, singing or exercising, and when air ventilation is suboptimal.

ODE, OHA, schools, families and community organizations have important new roles in preparing families and care takers to prepare younger children to wear face coverings safely and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for “face covering breaks” during instruction. Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings. Under ORS 339.155, school districts and public charter schools may not charge fees for the provision of face coverings to students.

In general, face coverings are preferred over face shields, as they may provide better containment of small aerosols that can be produced while talking. Use of a face shield alone should only be done on a very limited basis, because wearing a face shield alone without a mask or face covering increases the potential for transmission of viruses to those in the same room as the individual without the mask or face covering.

- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space 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 must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
- Provide additional instructional supports to effectively wear a face covering;
- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.

Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option; however, additional provisions apply to students

Staff: Districts/schools should consult with legal counsel regarding ADA when considering restricting access for staff due to their inability to wear face coverings or face shields as required.

Students: Federal laws such as the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) protect student access to instruction. The following guidelines must be considered and employed to ensure access for students protected under ADA and IDEA.

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students 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;
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

No disability category universally prescribes whether a student will be able to wear a face covering. However, students eligible for certain disability categories are more likely to have difficulty wearing face coverings. These include: Autism Spectrum Disorder, Other Health Impairment, Emotional Behavior Disability, Orthopedic Impairment. Schools must consider the unique needs that arise from a student's disability in determining how to appropriately support their access to FAPE.

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

- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

ADDITIONAL EXPECTATIONS

Face coverings are required for all staff and students. Appropriate face coverings such as face shields or clear view masks may be utilized when needed.

- While in any LGSD facilities, everyone will wear a face covering that covers their mouth and nose.
 - At the k-2 level we recognize wearing face coverings will take extra time for students to become used to this new expectation. LGSD staff will reteach these new life skills expectations until wearing face coverings becomes routine.
- All face coverings must follow LGSD dress code policy. Apparel must comply with the health and safety codes and not interfere with the educational process.
- We will not allow intimidating, hostile or offensive messages on face coverings. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor, teacher or building administrator.
- Staff will support students in monitoring and education about the use of face coverings in the classroom/buildings.

For more information, go to:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-make-cloth-face-covering.html>

Social Distancing

Will incorporate a practical but science-based approach to social distancing. The current best practice to combat COVID-19 call for maintaining 6ft. distance or 35 sq. ft between individuals.

General Expectations

- 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.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- 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.
- 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).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Classroom design expectations

- Arranging of desks: Comply with social distancing and sq. ft. requirements
- Student personal items from home: Limit to only needed items; water bottle allowed. Computer in a computer bag is acceptable.
- Shared items: Limit and clean immediately with cleaning wipe.

Staff gatherings

- Staff will practice social distancing by utilizing virtual meetings when possible and avoiding gathering in lounges and break rooms.

Cohorts

La Grande School District will implement stable cohorts with fidelity within all school district buildings. Where feasible, stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. Students cannot be a part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week.

Focus of cohort guidelines:

- Cohort students as often as possible to minimize exposure and allow for contact tracing
- Maintaining stable cohorts that remove opportunities for students to mix and create “close contacts” that may result in exposure and illness.

Stable Cohorts:

- Stable cohorts are defined as: a group of students that does not change location and population regularly throughout the day with individually identified students accessing same space and resources within a given day.
 - Students will be visually screened upon entry of school facilities.
 - Students will immediately go to their assigned classroom.
 - Teachers will log all adult contacts with the stable cohort daily.
 - Grade K-5: Breakfast and lunch will be provided in classrooms to prevent mixing of stable cohort groups.
 - Grade 6-12: Breakfast and lunch will be provided in classrooms, assigned zones, or as students leave campus.
 - Teachers and staff will access students in stable cohorts as needed to provide services, meals, specials, etc. throughout the day.
 - Contact tracing logs will be shared via Google Docs with the school nurse, head secretary, and school administration to support contact tracing.
- 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.
- **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.**
- Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas).
- The district will provide access to appropriate restrooms.
- Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.
- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Staff will maintain contact tracing log regarding access to assigned classrooms daily.
- Upon request, school administration will provide Local Public Health (LPHA) access to contact tracing logs.
- School administration will provide LPHA directory access to all data systems to support identification, contact tracing, investigation, or response to COVID-19.
- School administration will provide student records to LPHA with support of parents or legal guardian.
- LPHA and school administration will work collaboratively to determine the best format to share/access records in accordance with state law.

Hand Washing & Hygiene

HAND-WASHING EXPECTATIONS

All persons occupying district facilities will wash their hands with soap and water for twenty seconds once every two hours and/or at every transition. However, if for practical reasons, this is not possible hand sanitizer (consisting of at least 60% alcohol content) may be used until such time soap and water becomes practical. Key times to wash hands, in general, include but are not limited to the following:

- Before, during and after preparing food
- Before and after eating food

- After using the toilet
- After blowing your nose, coughing or sneezing
- Before and after school/work shifts and/or breaks
- After touching frequently touched surfaces, such as seats and handrails
- After putting on, touching or removing cloth face coverings.



Cleaning Expectations

- Cleaning and disinfecting is everyone’s responsibility.
- The LGSD custodian crew has many years of experience and knowledge with continual training on cleaning and disinfecting procedures.
- The district will provide training as well as complete disinfecting and cleaning chemicals and other supplies. The district has new cleaning equipment to quickly and effectively take care of entire buildings.
- Routine and high-touch areas will be cleaned and disinfected often.
- Personal items will be cleaned and disinfected immediately after use by the user

Storage of Educational & Personal Materials

The school district will not provide communal supplies for students to share. School supplies that are brought to school will be stored in individual containers for each student. Things like pencils, markers, scissors, tissue boxes etc. should not be shared among students.

Isolation and Quarantine

Definitions:

1. **Isolation** separates sick people with a contagious disease from people who are not sick.
2. **Quarantine** separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

Protocol

- 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 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE.

Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.

- After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- If able to do so safely, a symptomatic individual should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in ["Planning for COVID-19 Scenarios in Schools."](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

Contact Tracing

- Schools work collaboratively with local public health to contact trace COVID19 cases.
- Contact tracing will begin by Licensed Public Health Agency (LPHA) based on presumptive results of initial COVID-19 test.
- If staff test indicates they a positive for virus, LPHA will refer staff to medical provider, issue quarantine orders, and start contact tracing for all staff and students that were in contact with impacted staff.
- Administration and school nurse will support LPHA by contacting parents of students identified for testing via contact tracing.
- Staff will maintain contact tracing log regarding access to assigned classrooms per period.
- Upon request, school administration will provide LPHA access to contact tracing logs.
- School administration will provide LPHA directory access to all data systems to support identification, contact tracing, investigation, or response to COVID-19.
- School administration will provide student records to LPHA with support of parents or legal guardian.
- LPHA and school administration will work collaboratively to determine the best format to share/access records in accordance with state law.
- Contact tracing logs will be shared via Google Docs with the school nurse, head secretary, and school administration to support contact tracing.

Protocol for supporting contact tracing and investigations of LPHA

Required components of daily contact tracing 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

Note: contact tracing investigations and quarantine may be inappropriate and abandoned as a strategy if there are multiple pandemic cases in multiple classrooms

Response to Cases and/or Outbreak/School Nurse

COVID-19 symptoms detected:

If the school nurse and/or administration determines a student presents with signs or symptoms of COVID-19 and needs to be tested, school staff will:

- Place student in isolation room
- Contact parents/guardians
- Send student home per pandemic response guidelines;
- AND school nurse will contact report information to public health as needed

COVID-19 positive with symptoms or presumed positive

Symptom-based strategy

- Exclude from school until:
 - 10 days or until a negative COVID-19 test result.
 - AND 1 day of improvement in symptoms (e.g., cough, shortness of breath fever)

COVID-19 positive with NO symptoms

Time-based strategy

- Exclude from school until:
 - 10 days have passed since the date of their first positive COVID-19 diagnostic test without symptoms.

If COVID-19 is ruled out by testing or the student has an alternate diagnosis (e.g., tested positive for influenza), response team's criteria for return to school could be based on that diagnosis.

Practical Application: COVID In Our Schools Fictional Example

What would likely happen when a student or staff member tests positive for COVID-19?

1. First, the definition of a “close contact” according to the CDC is “an individual who has been within 6 feet another person for longer than 15 cumulative minutes in a day.”
2. It is essential that all students and staff wear required face coverings and maintain 6ft spacing to minimize the number of students and staff who will be considered a “close contact” during contact tracing.
3. It is absolutely imperative that specialists, para-educators, and other staff that have access to all student and staff maintain 6 ft distancing and wear face coverings.

Fictional Example

On Sept 10 (Wednesday) at 8:00am, Johnny entered Greenwood Elementary with a mask covering his face. He was welcomed and visually screened by Principal Westenskow but did not appear sick at the time. He walked and talked with his buddies Eric (Grade 3, Gray) and Sam (Grade 4, Webb) on the way to Mrs. Barnett's third grade class and took his assigned seat. After a socially distanced morning meeting and math lesson (about 9:30am) Mrs. Barnett notices that Johnny is sweating, coughing, and appears sick. She immediately calls Principal Westenskow and lets him know that Johnny appears sick. Principal Westenskow thanks Mrs. Barnett and immediately calls the School Nurse and requests that she come to Greenwood. Principal Westenskow goes to Mrs. Barnett's classroom and asks Johnny to come with him. He and Johnny have a good conversation about Transformers on the way to the school isolation room. Once in the isolation room, Principal Westenskow asks Johnny how he is feeling and takes his temperature. While they wait for the School Nurse, Principal Westenskow observes Johnny coughed multiple times and is sweating. He asks Johnny how he is feeling and Johnny indicates that he felt sick when he went to bed but felt better when he woke up. He tells Principal Westenskow that in the last twenty minutes he has started to feel like he did the night before and that he really doesn't feel well. The School Nurse arrives and Principal Westenskow shares all information he has collected. The school nurse observes Johnny, questions him about his symptoms, and double-checks his temperature (which is still high – above 100 degrees) and recommends that Principal Westenskow call Johnny's parents to come get him.

Johnny's parents arrive and agree that Johnny is sick. The School Nurse recommends that Johnny be tested for COVID-19 and refers his parents to CHD and that Johnny can return to school when he is symptom free for 72 hours. Principal Westenskow reaffirms the request to get tested for COVID-19 and indicates to parents that Johnny will not be allowed to attend school until 10 days have past or until test results can be made available according the District Communicable Disease Plan and ODE guidelines. Johnny's parents indicate they will take Johnny to get tested and leave the school. Principal Westenskow sanitizes the isolation room and the School Nurse calls CHD to let them know of the referral for testing.

On Sept. 12 (Friday) at 11am, Principal Westenskow and the School Nurse are notified that Johnny has tested positive for COVID-19 and that he will be monitored and quarantined for 10 days. They also request all contact tracing logs documenting Johnny's “close contacts” for the previous three days. They indicate that contact tracers will be arriving at student and staff homes to conduct investigations. Principal Westenskow then notifies district administration and school nurse that CHD has contacted him and notified him of a confirmed case. A district and public health team meets to review logs and identify all students and staff that have been exposed, and develop a plan based on the level of exposure. However, because Mrs. Barnett's classroom was a stable cohort, it was determined that only Mrs. Barnett's classroom would be required to go home for 10 days or until the contact investigation was completed. While Johnny did talk to friends, engage with other educational staff, etc. it was determined that he did not engage with any of these people for more than 15 minutes within 6ft and would not make them a “close contact” and impact their ability to stay at school. Principal Westenskow then calls Mrs. Barnett and lets her know:

1. That Johnny was positive and that her classroom will move to distance learning for the next ten days.
2. That all students and she need to remain in the classroom until parents can pick them up.

3. That if students need to use the bathroom or get a drink of water that she needs to call him so he can clear these areas to eliminate further contact.
4. That he and others will be working with staff to contact families quickly and let them know they need to come get their child.
5. To continue learning and activities as normal to minimize the negative impact on students.
6. That once students have left, she and Principal Westenskow will have a virtual conference to discuss next steps.

Throughout the day parents arrive and students are released to them with a notification letter regarding next steps with contacts and resources. Parents are informed that because of the situation contact investigators will be contacting them, and determining, with them, if their student should be tested for COVID-19. Contact investigators are the appropriate people to help families access resources or testing and make these decisions.

At the end of the school day, Mrs. Barnett and Principal Westenskow meet virtually and discuss the next ten days of distance learning, student needs, her needs, and cleaning that will occur in her classroom. At the end of the conversation, Mrs. Barnett sends a brief email to her students and their parents letting them know she is excited to see them tomorrow online and provides an introduction for parents to Google Classroom and other distance learning tools before exiting campus.

Over the next ten days, Mrs. Barnett engages and instructs her students daily through Google Classroom and Google Meet with all other student services provided to students per their individualized plans. She was contacted by CHD and investigator came to her home and they determined that Mrs. Barnett should be tested even though she had done a fantastic job of maintaining 6ft spacing, wearing a mask or face shield daily, and following all other safety protocols.

Mrs. Barnett works with Principal Westenskow, district administration, the School Nurse, and CHD to develop a plan for re-entry based on the results of contact tracing. The team determines after ten days that Mrs. Barnett will be able to return to Greenwood Elementary and that on-site classes will resume. She contacts her students and their parents and lets them know that class will be resuming at Greenwood. Students who were contact investigated, tested, and found to be positive will remain home and then rejoin Mrs. Barnett's class in-person once they are cleared by the local public health authority (CHD).

There are multiple variations to this social story, but we hope this gives a framework to understand the protocols and processes we will use should students or staff be exposed to COVID-19. Additional Information in the ["Planning for COVID-19 Scenarios in Schools"](#) Guide from ODE

Post-Outbreak Follow-up

La Grande School District and the local public health authority (CHD) will continue to communicate regarding the outbreak and impact to school programming. Information will be released regularly on the district's website and Facebook pages to keep students, staff, and families updated. Parents or staff are welcome to contact CHD if they are ever concerned that their child may be exposed to COVID-19. More information can be found regarding our COVID-19 plan and response at our website at lagrandesd.org.

"Reopening schools is a priority for children, families, and our community. Evidence from studies suggest that we can do it safely for all involved. The best way to achieve this goal is to be especially vigilant and proactive in wearing masks, hand hygiene, and social distancing as well as minimizing nonessential close contact and travel. Make these things a part of your routine and make it fun for kids. We expect changes as the school year progresses, but remain confident in our community's ability to get through this by working together. If you have questions, please contact your child's doctor – we are always here to help!"

– Dr. Zach at Grande Ronde Hospital

School Emergency Procedures and Drills

In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.

- At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
- Fire drills must be conducted monthly.

- Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
- Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.

Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill 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.

- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills should not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

State and County Health Metrics

State of Oregon: Ready Schools, Safe Learners: Community COVID-19 Metrics.

Updated October 30, 2020 the following outlines when and how schools can reopen.

Returning to In-Person Instruction Through the On-Site or Hybrid Model

For a school to return to in-person instruction through ODE’s On-Site or Hybrid instructional models, the metrics below, which consider local as well as statewide conditions, must be met. All public and private schools are responsible for understanding their schools’ data to determine the safest instructional model to operate. New metrics data is released each Monday. Using a single, two week “look back” of your schools’ data, start with the left-hand side column to map your county case rate or county case count (whichever applies) to the instruction model in the columns to follow. Once metrics are met, schools may work toward implementing on-site or hybrid instruction within a two-week period, in order to support district planning, family communication and a more gradual opening. Schools’ should follow the instructions to transition or implement Comprehensive Distance Learning (CDL) as the table indicates.

Metrics & Models	On-Site	On-Site and Distance Learning	Transition	Distance Learning
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <100.0	100.0 to ≤200.0	>200.0
County Case Count Over 14 days (for small counties ¹)	<30	30 to <45	45 to ≤60	>60
County Test Positivity²	<5.0%	5.0% to <8.0%	8.0% to ≤10.0%	>10.0%
Instructional Model	Prioritize <i>On-Site</i> or <i>Hybrid</i> (as needed to maintain small cohorts) instructional models.	Prioritize careful phasing in of <i>On-Site</i> or <i>Hybrid</i> for elementary schools (starting with K-3 and adding additional grades up to grade 6). Middle school and high school primarily <i>Comprehensive Distance Learning</i> with allowable <i>Limited In-Person Instruction</i> . Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment ³ , transition to <i>On-Site</i> or <i>Hybrid</i> .	Consider transition to <i>Comprehensive Distance Learning</i> with allowable <i>Limited In-Person Instruction</i> . → For counties with an upward case/positivity trend (entering from a lower risk category), school officials should discuss with their local public health authority (LPHA) and consider the spread of COVID-19 within schools and the local community in deciding whether to return to <i>Comprehensive Distance Learning</i> (CDL). ⁴ ← Schools in counties with downward case/positivity trend must remain in CDL until they drop into the “On-Site and Distance Learning” category or lower.	Implement <i>Comprehensive Distance Learning</i> with allowable <i>Limited In-Person Instruction</i> only.

Operating within the General Metrics

Operating In-Person Instruction under Previous Metrics - “Safe Harbor Clause” as schools transition to updated metrics: Any school operating with in-person instruction in compliance with previous metrics, including under any prior exceptions, released by ODE and OHA may, *initially*, continue to operate in-person.

- If the school is located in a county with current metrics in the “On-Site” or “On-Site and Distance Learning” columns of the metrics chart (above), they may continue operating in-person.
- If the school is located in a county with current metrics in the “Transition” column of the metrics chart (above), then school officials should discuss with their local public health authority (LPHA) and consider the spread of COVID-19 within schools and the local community in deciding whether to return to Comprehensive Distance Learning (CDL).
- Unless operating under an exception in section 0d (below), if the school is located in a county with metrics in the “Distance Learning” column of the metrics chart (above), then the school must transition to distance learning by January 4, 2021.

Opening within a 14-day Window from the Time the Metrics are Met - New metrics data are released each Monday. Once metrics are met, schools may work within a 14-day (two week) opening window during which they can move toward implementing in-person instruction. This will support district planning, family communication, and a more gradual—rather than rushed— opening. *Example: School Y in a large county learns they have moved from the “Transition” column to the “On-site and Distance Learning” column with a release of metrics on Monday, November 9. They can plan and open K- 3 by Monday, November 23 – even if the metrics released on Monday, November 16 or November 23 move them back into the “Transition” column.*

Using a Single Two Week “Look Back” of the Data - Given the nature of the metrics table and the 14- day look back, schools will have a significant metrics window to recognize increasing case counts, case rates, or test positivity as they move from the “On-site and Distance Learning” column through the “Transition” column to the “Distance Learning” column. At the point a county reaches the “Distance Learning” column their situation is now high risk and all schools in the county are required to move to Comprehensive Distance Learning immediately during the week that the data is released. This does not apply to the “Safe Harbor Clause”.

Updating Operational Blueprints to Reflect the Instructional Model - All schools are required to keep their Operational Blueprint up-to-date on ODE’s website and to submit weekly “Status Reports” that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

- Schools fully comply with Comprehensive Distance Learning Guidance for [Limited In-Person Instruction](#), which includes further limitations on cohort sizes, time, and more.

Exceptions to the General Metrics

Statewide Allowance for Limited In-Person Instruction (LIPI) for specific groups of students

All public and private schools may use ODE’s [Comprehensive Distance Learning guidance to provide Limited In-Person Instruction](#) (LIPI) to meet the needs of specific groups of students based on needed educational, relational, social-emotional, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands- on demonstration of skills and the provision of secure assessment environments. This allowance does not count for instructional time requirements. An exception to meeting county metrics to implement LIPI as an enhancement to [Comprehensive Distance Learning](#) should be prioritized under the following conditions:

- Ensure strong screening measures are in place from day one and refer to the [Planning for COVID- 19 Scenarios in Schools Toolkit](#) for positive cases, symptomatic individuals, and exposure.

- Fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.
- Fully comply with Comprehensive Distance Learning Guidance for [Limited In-Person Instruction \(LIPI\)](#), which includes further limitations on cohort sizes, time, and more.
- Schools should consider pausing Limited In-Person Instruction when county case rates climb over 200 cases per 100,000 in population in counties with populations >30,000 (or over >60 cases in counties with <30,000 residents. When considering closing to in-person instruction for schools that have opened under any one of the exceptions to the General Metrics (0b) for reopening schools for in-person instruction, including the LIPI exception:
 - Schools should work with LPHAs to consider the spread of COVID-19 within schools and the broader community in deciding to temporarily return to [Comprehensive Distance Learning](#). If there are cases in two or more cohorts without an identified common exposure, school officials should discuss with LPHAs to determine if this represents unexplained spread within the school or broader community. It is encouraged that the school follow recommendations from their LPHA on whether a temporary transition away from any in-person instruction (for two weeks or longer) is recommended to protect the health and safety of the students, staff, families, and the broader community.

Link to full metrics document: <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf>

Limited In-Person Instructional Group Rules (Updated Oct. 30, 2020)

Schools operating in the Comprehensive Distance Learning instructional model are able to bring a limited number of students for limited hours and with specific conditions on-site. This supplemental guidance describes those conditions. If a school will be bringing students on-site for any reason, they will be required to complete Section 1-3 of the Operational Blueprint and submit to their local board, LPHA, and ODE.

Current Rules

- Limit cohorts to no more than 20 students.
- Students cannot be part of more than 2 LIPI cohorts (including transportations) in a given week.
- Any staff member cannot interact with more than 3 cohorts per day and 5 in a week.
- Cohorts are limited to 2 hours of interaction on campus
- No staff member can meet with more than 60 students on given day.

Additional Considerations

- Limited in-person instruction cannot replace the requirements of CDL for any learner. Districts under CDL must adhere to the requirements of CDL while bringing students onsite under exceptions.
- For students who experience disability, offers of FAPE cannot require students to come on-site during limited in-person instruction to satisfy requirements of SDI or related services. Students must continue to have full provisions of FAPE under CDL.
- For students who require language instruction, schools cannot require students to come on-site during limited in-person instruction as the sole means of providing instructional services under Title III.

Cohort Calculations

- “ODE’s guidance on Limited In-Person Instruction is focused on ensuring basic continuity of service for the core purpose of teaching and learning. . . ELD’s guidance will use a different framework but creates the

conditions for safe care and quality child development options that are at a reduced scale and scope and support working families who need this vital resource. (LIPI, Pg 2)

- Purpose of LIPI groups are to:
 - Address connectivity issues, including a focus on students with limited or no internet access
 - Provide academic support
 - Access assessment
 - Provide social, emotional, or mental health support
 - Build educator-to-student relationships
 - Support live peer-to-peer interaction
 - Support ongoing engagement and attendance
 - Build school community and culture
 - Ensure culturally relevant and sustaining pedagogy
 - Prepare for a return to in-person instruction
 - Provide voluntary supplemental supports

Note: LIPI Guidance does not require schools to count Child Care as a LIPI Cohort, and has language that indicates that it is a separate consideration.

- LIPI Cohorts
 - Transportation
 - Instructional Groups – Core Academic Content
 - Music, Band, and Electives – See LIPI Guidance and “OSAA COVID-19 Updates”

Note: Interventionalist and case managers are highly encouraged to provide services from within establish classroom cohorts to not unintentionally create new cohorts and reduce the amount of educational service a student may receive from their allowed 2 cohorts under ODE’s LIPI Guidelines.

- Non-LIPI Cohorts – Different Buckets (Non-Instructional)
 - Child Care – Follow OHA Guidelines for “Child Care and Early Education Operating During COVID-19”
 - Clubs and Athletics – Follow OHA Guidelines for “Statewide Reopening Guidance – K-12 Sports, Limited Return to Play” (Date: October 15, 2020)

Link to full LIPI guidance: <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Guidance%20for%20Limited%20In-Person%20instruction%20during%20CDL.pdf>

Phase 1 Options : The Path to Reopening

Option #1 Comprehensive Distance Learning (CDL)

The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. For all districts, regardless of instructional model, Comprehensive Distance Learning has become a reality during the 2020-21 school year based on state and county health metrics guidelines for reopening.

On August 11, 2020, Oregon Department of Education updated guidance on required elements on Comprehensive Distance Learning with the focus that students would have access to synchronous (live) learning and meaningful interactions with teachers and peers.

Comprehensive Distance Learning is not anything like Distance Learning last Spring!!!

COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

ACADEMIC CONDITIONS



Teaching and Learning



Instructional Time



Assessment, Grading, and Reporting Progress

OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and Extracurricular Activities

STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and Emotional Health



Partnering with Parents, Families, and Caregivers

DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software Systems



Digital Content



Professional Development & Training



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Classroom Engagement Tools for Distance Learning

Grades K-12 learning management tool

- Google Classroom will be the primary platform used in all grades and courses to store class agenda, instructional videos, tests/quizzes, assignments, and provide feedback/grades for students and families.
- Most classes will utilize Clever as a secondary tool to house additional district and classroom resources and learning apps to support learning.
- Full suite of applications to provide individualized interventions, engagement, and integration.

Engagement Tools for Distance Learning

- Teachers at all levels, K-12, may use uploaded videos or Zoom or Google Meet to engage in online face-to-face discussions and promote academic teaming amongst students.
- Applications: iReady (English Math Interventions), Explain Everything, Nearpod, RAZ Kids, Waterford, Learn360, etc.

Daily Content Expectations

What can I expect to see in Google Classroom for teachers daily?

Daily Calendar: All classrooms will be organized by date so that it is clear what students missed if they are absent or restricted to home-based access.

Essential Learning Outcomes: What is the focus of learning for the day?

Lesson Agenda/Instructions: What needs to be accomplished for the day?

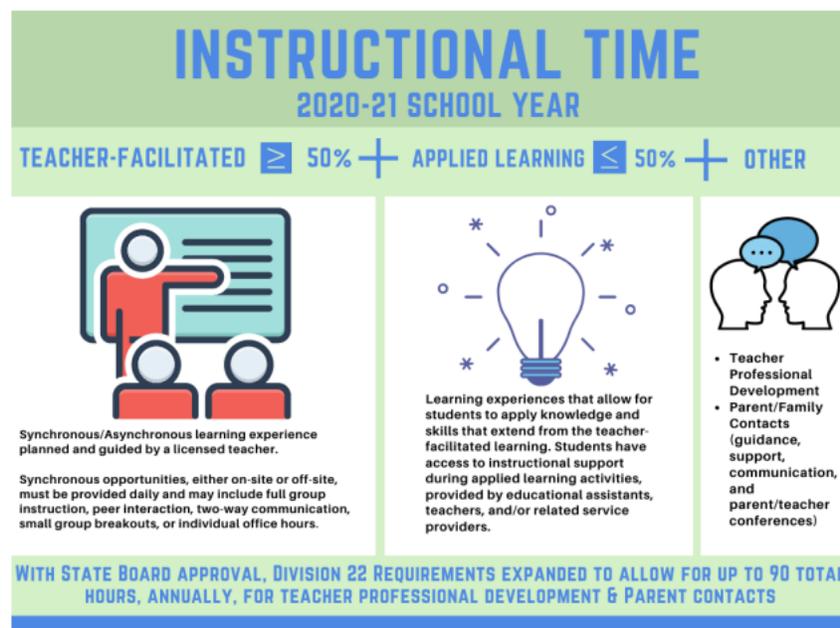
Class Work: Digital versions of any class assignments or handouts for the day

Tests/Quizzes: Access to all classroom assessments to gauge student learning

Videos: Teachers will load instructional videos rather than rely primarily on Google Meets so students can have flexibility in accessing classes and coursework.

Additional Resources: Will be linked to lesson Instructions as needed.

Instructional Schedules



(Released by ODE August 11, 2020)

Elementary Comprehensive Distance Learning

- Synchronous (live) instruction held from 8am – Noon on Monday, Tuesday, Thursday, and Friday
- Wednesdays will be an intervention day for students that need more support and/or have not connected with the teacher synchronously/asynchronously recently.
- Academic interventions provided at scheduled times with families and within synchronous sessions during English and Math time.
- Access to asynchronous (recorded) learning content daily right after “live” sessions through Google Classroom.
 - Recordings will be limited to direct instructions, content, and all activities.
 - It will not include student engagement or work times to eliminate the exchange of protected information.
 - Asynchronous instructions and activities will remain on the teacher’s Google Classroom for students and families to access at any time.

Figure 1: Example of Elementary Schedule during Comprehensive Distance Learning

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Synchronous Instruction with Classroom Teacher - Students login once and stay connected throughout morning					
8:00 AM	Morning Meeting											
8:05 AM												
8:10 AM												
8:15 AM												
8:20 AM									Social Studies/ Science/ Art	Specials	Social Studies/ Science/ Art	ELA Core
8:25 AM	Math Core	Social Studies/ Science/ Art	Specials	ELA Breakout	ELA Core	Math Breakout						
8:30 AM												
8:35 AM												
8:40 AM												
8:45 AM												
8:50 AM	Math Breakout	ELA Core	Math Core	Specials	ELA Breakout	Social Studies/ Science/ Art						
8:55 AM												
9:00 AM												
9:05 AM												
9:10 AM												
9:15 AM	ELA Core	ELA Breakout	Math Breakout	Math Core	Specials	Social Studies/ Science/ Art						
9:20 AM												
9:25 AM												
9:30 AM												
9:35 AM												
9:40 AM	ELA Breakout	Math Core	ELA Core	Math Core	Specials	Social Studies/ Science/ Art						
9:45 AM												
9:50 AM												
9:55 AM												
10:00 AM												
10:05 AM	Specials	Math Breakout	ELA Breakout	Social Studies/ Science/ Art	Math Core	ELA Core						
10:10 AM												
10:15 AM												
10:20 AM												
10:25 AM												
10:30 AM	Math Core	Math Breakout	ELA Breakout	Social Studies/ Science/ Art	Math Core	ELA Core						
10:35 AM												
10:40 AM												
10:45 AM												
10:50 AM												
10:55 AM	Specials	Math Breakout	ELA Breakout	Social Studies/ Science/ Art	Math Core	ELA Core						
11:00 AM												
11:05 AM												
11:10 AM												
11:15 AM												
11:20 AM	Morning Wrap-Up and Farewell				Math Breakout	ELA Breakout						
11:25 AM												
11:30 AM												
11:35 AM												
11:40 AM												
11:45 AM	Morning Wrap-Up and Farewell				Math Breakout	ELA Breakout						
11:50 AM												
11:55 AM												
12:00 PM							Lunch & Wellness	Lunch & Wellness	Lunch & Wellness	Lunch & Wellness		

Families with multiple students may choose a mix of synchronous and asynchronous learning options to best meet their schedules and needs. Either choice will meet the attendance expectations of the state and not result in any negative consequences. However, we highly encourage families to participate fully in the synchronous learning option to provide the richest experience for their student that promises teacher/student interaction, peer interaction, live intervention with specialists, and active participation in learning.

Synchronous learning happens in mornings to provide:

- Stable and consistent schedule for families
- Time for teachers to upload content for students and families to access asynchronously in the afternoon and use teacher “office hours” to ask questions and get support.
- Meet ODE guidelines regarding providing a synchronous learning option

LMS Schedules during Comprehensive Distance Learning

6th Grade Weekly Schedule

Day	Periods Taught
Monday - Tuesday & Thursday - Friday	All core subjects taught every day with direct instruction. (See Below)
Wednesday	<p>Student Service Support</p> <p>8AM - 9AM → Math 9AM - 10AM → Social Studies 10AM - 11AM → Science 11AM - 12PM → Language Arts 12:30PM - 2:30PM → Elective Class Drop-in (This day can accommodate retakes)</p> <ul style="list-style-type: none"> • Teachers will update weekly attendance and update/upload/finalize current grades for the week. Teachers will remain available to students until 3:30. • Staff meetings and student meetings scheduled on this day

Grade 6 Instructional Schedule

Time	Activity
7:30 → 9:30	<ul style="list-style-type: none"> • Virtual Lesson Planning • Inputting materials into Google Classroom • Tracking student assignments completed outside class time • Prepare technology
9:30 → 10:30	Math
10:30 → 11:30	Language Arts
11:30 → 12:00	Lunch
12:00 → 1:00	Science
1:00 → 2:00	Social Studies
2:00 → 3:30	Upload/Edit/Condense/Link recorded lessons to Google

Grade 7/8 Weekly Schedule

Day	Periods Taught
Monday	1 - 4 Direct Instruction
Tuesday	5 - 8 Direct Instruction
Wednesday	Student Service Support

	<p style="text-align: center;">8AM - 9AM → Math 9AM - 10AM → Social Studies 10AM - 11AM → Science 11AM - 12PM → Language Arts 12:30PM - 2:30PM → Elective Class Drop-in (This day can accommodate retakes)</p> <ul style="list-style-type: none"> Limited In-Person Instruction (LIPI) groups will be on-campus for additional support from 9-11am or 1-3pm in cohorts based on identified skill deficiencies or needs. Teachers will update weekly attendance and update/upload/finalize current grades for the week. Teachers will remain available to students until 3:30.
Thursday	1 - 4 Direct Instruction
Friday	5 - 8 Direct Instruction

Grade 7/8 Instructional Schedule

Time	Activity
7:30 → 9:30	Virtual Lesson Planning
9:30 → 10:30	1st Class (Period 1 or 5)
10:30 → 11:30	2nd Class (Period 2 or 6)
11:30 → 12:00	Lunch
12:00 → 1:00	3rd Class (Period 3 or 7)
1:00 → 2:00	4th Class (Period 4 or 8)
2:00 → 3:30	Upload recorded lessons to Google

Families with multiple students may choose a mix of synchronous and asynchronous learning options to best meet their schedules and needs. Either choice will meet the attendance expectations of the state and not result in any negative consequences.

Families have the option to:

- Take all classes synchronously per schedule
- Take PM classes synchronously and AM classes asynchronously (all classes completed in afternoon)
- Take PM classes asynchronously and AM classes synchronously (all classes completed in morning)
- Take all classes asynchronously in the evening with parent support.

However, we highly encourage families to participate fully in the synchronous learning option to provide the richest experience for their student that promises teacher/student interaction, peer interaction, live intervention with specialists, and active participation in learning.

Synchronous learning happens in mornings to provide:

- Stable and consistent schedule for families
- Time for teachers to upload content for students and families to access asynchronously in the afternoon and use teacher “office hours” to ask questions and get support.

- Meet ODE guidelines regarding providing a synchronous learning option

LHS Schedules during Comprehensive Distance Learning

LHS (9-12) Weekly Schedule

Day	Periods Taught
Monday	1 - 4 Direct Instruction
Tuesday	5 - 7 Direct Instruction
Wednesday	<ul style="list-style-type: none"> • Office Hours and Vulnerable Populations Support • R.O.A.R!/PBIS Class for all students • Elective Class Drop-in (if allowed) • This day can accommodate retakes • Limited In-Person Instructional Groups
Thursday	1 - 4 Direct Instruction
Friday	5 - 7 Direct Instruction/Student Service Support

LHS (9-12) Daily Schedule - Day A (Mondays and Thursdays)

Time	Activity
7:30 → 8:30	Virtual Lesson Planning
8:30 → 9:30	Office Hours - Student Support
9:30 → 10:30	Period 1
10:45 → 11:45	Period 2
11:45 → 12:30	Lunch
12:30 → 1:30	Period 3
1:45 → 2:45	Period 4
2:45 → 3:30	<ul style="list-style-type: none"> • Office Hours - Student Support • Upload recorded lessons to Google Classrooms

LHS (9-12) Daily Schedule - Day B (Tuesdays and Fridays)

Time	Activity
7:30 → 8:30	Virtual Lesson Planning
8:30 → 9:30	Office Hours - Student Support
9:30 → 10:30	Period 5
10:45 → 11:45	Period 6

11:45 → 12:30	Lunch
12:30 → 1:30	Period 7
1:45 → 2:45	Office Hours and Vulnerable Populations Support
2:45 → 3:30	<ul style="list-style-type: none"> • Office Hours - Student Support • Upload recorded lessons to Google Classrooms

Families with multiple students may choose a mix of synchronous and asynchronous learning options to best meet their schedules and needs. Either choice will meet the attendance expectations of the state and not result in any negative consequences.

Families have the option to:

- Take all classes synchronously per schedule
- Take PM classes synchronously and AM classes asynchronously (all classes completed in afternoon)
- Take PM classes asynchronously and AM classes synchronously (all classes completed in morning)
- Take all classes asynchronously in the evening with parent support.

However, we highly encourage families to participate fully in the synchronous learning option to provide the richest experience for their student that promises teacher/student interaction, peer interaction, live intervention with specialists, and active participation in learning.

Synchronous learning happens in mornings to provide:

- Stable and consistent schedule for families
- Time for teachers to upload content for students and families to access asynchronously in the afternoon and use teacher “office hours” to ask questions and get support.
- Meet the ODE guidelines regarding providing a synchronous learning option.

Attendance and Engagement

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

- Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants, paraprofessionals, and TAPP family advocates through teacher-designed and facilitated processes.
- Interaction can be evidenced by any of the following or reasonable equivalents:
 - Participating in a video class;
 - Communication from the student to the teacher via chat, text message, communication app or email;
 - A phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student;
 - Posting completed coursework to a learning management system or web-based platform or via email; or
 - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent for the day (grades K-5/ self-contained) or class (grades 6-12/ individual subject).

Delivery of Instruction

- Within the student learning platform, teachers will provide synchronous (live) and asynchronous (recorded) explanations of new concepts along with work samples, models and time for student questions and feedback. Students are expected to demonstrate learning through multiple forms, such as discussion boards, video responses, writing, group projects, online assignments and assessments.
- Students with disabilities and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.
- Students who are gifted and talented will receive ongoing, differentiated instruction that is embedded in the core curriculum.

Grading

- In all grade levels (K-12), standard grade scales will resume for the 2020/21 school year. Student proficiency on grade-level standards will be provided in the standards 1-4 at the elementary level and A,B,C,D and F grades at the middle and high school level. If the district is required to engage distance learning for long-periods of time, elementary students will be graded based on core academics and not specials that include Music, PE, or Library. Teachers will establish reasonable due dates for all graded coursework and assessments in determining a student's grade and proficiency on grade-level standards
- Report card grades will be documented in Synergy, and report cards will be accessed through ParentVue.

Student roles and responsibilities

- Establish daily routines for engaging in the learning experiences.
- Identify a space in your home where you can work effectively and successfully.
- Set weekly goals.
- Identify a space in your home where you can participate in live online learning. During live online learning, sit at a table and wear school appropriate dress.
- Monitor online platforms daily.
- Engage in all learning with academic honesty.
- Communicate proactively with your teachers if you cannot attend live meetings, meet deadlines or need additional support.

Parent roles and responsibilities

Provide support for your children by:

- Establishing routines and expectations. Reviewing goals for the week.
- Defining the physical space for your child to study.
- Monitoring communications from your child's teachers to stay informed about required work and progress towards goals.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and exercise.
- Remaining mindful of your child's stress or worry.
- Keep your child social, but set rules around their social media interactions.
- Provide feedback about at-home learning resources, instruction and communication with the teacher, counselor or principal.

Roles and Responsibilities in Comprehensive Distance Learning

EDUCATORS



- Connect with students daily through check-ins and/or classroom session.
- Deliver instruction through live and/or recorded classroom sessions.
- Provide individual and group feedback on assignments in a timely manner that is easily accessible to students, and when appropriate, to parents and caregivers.
- Build a sense of community and connectedness among students by including individual student voice when determining instructional engagement strategies.
- Create self-directed learning opportunities that are accessible for students and that help them continue to learn (e.g. through productive struggle).
- Create and communicate availability (office hours) to students, caregivers, and administrators.
- Understand roles of school personnel within each level of instructional programming for emergent bilingual students and students experiencing disabilities.

ADMINISTRATORS



- Encourage staff to design distance learning courses for deep learning, not just transmission of information or giving out assignments that are not connected to purposeful learning.
- Support staff to develop more detailed course design that includes timetables, learning tasks, and student learning outcomes.
- Encourage staff to collaborate and use similar frameworks and platforms to support families/caregivers working with more than one student.
- Plan alongside staff to determine the most appropriate assessments during distance learning for both formative and summative assessment processes.
- Accommodate for different teaching styles and student learning styles in online environments.
- Promote supportive relationships between staff and students.
- Continue to ensure clear communication is flowing to staff and families/caregivers.
- Provide digital literacy professional learning opportunities.

PARENTS/CAREGIVERS



- Review school-specific schedules and guidance from teachers.
- Review districtwide guidance on plans for grading.
- Review any school community messages.
- Support your child(ren) with checking and submitting assignments.
- Contact your child's/children's school(s) if you have questions.
- Families should proactively notify their teacher or a school administrator with any concerns about progress or additional support needed.
- Families should ensure that students are adhering to their school's contract for appropriate behavior on web enabled devices.

STUDENTS



- Connect with teachers on a regular basis based on your school's specific schedules (Parents/caregivers should review these schedules).
- Participate in classes and recorded teacher-led classes.
- Review and complete assignments.
- Ask questions or seek support when needed.
- Self-assess your understanding of the learning targets.
- Receive feedback from teachers.
- Attend regularly scheduled check-ins with teacher and let them know where you need help/clarification and where things are going well.
- Share your knowledge and interests with peers and educators.

Communication channels

Contact for questions about:

- A course, assignment or resource, contact the relevant teacher. Teachers will respond to parent/student communication within 24 hours. Parents may reach out for assistance or clarification about enrichment activities and access to materials.

- Teachers will use email, phone, Class Dojo, or Remind to regularly communicate with parents and families .
- “Office hours” have been established in the district schedule for each teacher to be available to students and parents each day.
- A personal, academic or social-emotional concern, contact your child’s assigned counselor.

Technology support

- Families that need Comprehensive Distance Learning (CDL) support accessing technology or internet should contact their school when they are required to access Distance Learning because of COVID-19.
- CDL and La Grande Learning Academy students will utilize the LGSD HelpDesk for technology issues.
- Students can create a HelpDesk calling 1-888-223-9593 and explaining their issue.

Please see [What Does Virtual Learning Look Like For Students And Staff?](#) reference for more information

IMPORTANT!!

Phase 2 Options : The Path to Reopening

Families that choose this option understand that their student may re-enter school when our county and/or state meet health metrics requirements that would allow:

- Providing in-person education for students in kindergarten through third grade. It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19, and seem to spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning.
- As per ODE’s Comprehensive Distance Learning guidance, providing limited on-site instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments.

Option #2: La Grande Virtual Learning Academy (Full-Time & Self-Paced Online)

La Grande School District has spent the last four years fine-tuning our online program. Unlike other online programs across the state, we have not actively recruited students from other districts and have quietly served students in full-time or blended schedules to meet their needs. La Grande School District helps support students and families in online learning by providing a comprehensive digital curriculum, local teachers (not someone in Colorado) that are easily accessed, a full-time online coordinator/outreach specialist, individualized schedules, student learning technology, and a learning lab that is open daily to provide focused learning time. Students in our program have full access to district clubs, sports, and activities for their grade-level. In the 2019/20 school year, we served over 75 students in our online program within our district. In 2020/21, we have partnered with IMESD to provide an even more supported and rich elementary experience and more course options for secondary students on their path to graduation. We are a leader in online in our region and excited to support your student in having a quality online experience.

One of the benefits of online learning is that students can access their classes when they are ready to learn or families have scheduled time to support their learning. Online classes can be accessed 24/7 and provide a flexible solution to learning. Students and parents can plan to focus on one or more classes per day. However, students and parents should be aware that online learning does take focused time (about 30 minutes per class per day on average), and they should have well-established routines to be successful. Online learning is hard and requires significant time, attention, and commitment. – it is not for everyone. While flexible, all students are required to complete assigned coursework within each semester to avoid negative impacts to grades and credit particularly at the middle school and high school level.

Grades K-6: English Language Arts and Math – Ready/iReady Curriculum with access to diagnostics, instruction, and individualized interventions based on students strengths and weaknesses. Science, Social Studies, PE, and Specials (Art, Music, Coding, etc.) will be offered through Acellus that provides students the ability to self-pace. All instruction will be taught and supported by a certified teacher that will maintain regular communication and progress reports.

Middle and High School: Students will have access to two tiers of courses either through Acellus (Tier I) which is a video-based, self-paced platform or through Google Classroom (Tier II) where students access traditional classrooms across the IMESD region through established Google Classrooms. This regional approach may expand student electives choices to what districts provide across the region to engage student interest. All classes (Tier I and II) are taught by regional teachers through IMESD who maintain regular contact and support to students.

For more information please visit our attached resources

Website: lla.lagrandesd.org

Resource: [*What Is The La Grande Virtual Learning Academy?*](#)

Handbooks: [K-8 Handbook](#) and [High School Handbook](#)

Phase 3 Options : The Path to Reopening

Hybrid Model

Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models will require prioritization of on-site learning activities and supports for students that have been identified as needing additional academic support through building teams. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through virtual learning in Google Classroom. While complex and varied, Hybrid instructional models allow for great creativity and flexibility.

Hybrid Learning (Hybrid) Online/On Site Model

This model runs concurrent with short term/long term distance learning (Comprehensive Distance Learning); Collaborative Input to determine if this instructional model is best course of action

All students involved in Federal programs such as Title, ELD, IEP/504, TAG, CTE will have access to their qualified program with teacher and case manager support.

- Designed to first Support students in High Risk/Medically Fragile who may need specialized services due to health concerns
- Specially Designed Instruction (SDI) provided by case manager and general education teacher in person at school with supplemental resources sent home as needed
- Program students will have access to short term-long term distance learning; In addition, they will have access to in person learning
- **Based on State and County Metrics data once Union County/LGSD meets exception clause LGSD will:**
- Provide in-person education for students in kindergarten through third grade. It is expected that schools will offer in-class options for students in grade K-3 to the extent possible.
- **Based on allowable Metrics Data:** LGSD will provide limited on-site instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. As needed: Schools may develop learning lab times (K-12) back to in-person learning to do in-person depending on the course, CTE is an example listed in state guidance
- **Based on allowable metrics Data:** LGSD will eventually provide K-12 on site (Stable Cohorts & Square Feet)
- District will create packaged meals for pick up for on site and off site
- All students that attend **in person** classes will continue to receive short term-long term distance learning (**Comprehensive Distance Learning**)

Elementary On-Site Reimagined

The School Day

Elementary grades will operate on a modified schedule daily (8am – 1pm) that will allow all students attending daily and provide teachers time to support COVID-19 impacted students online through Google Classroom.

Instructional Focus

- Focused on meeting social emotional needs of students
- Focus on core academic (Reading, Writing, and Math)
- Focus on decreasing student learning gaps created by distance learning and summer vacation.

Rules for Movement

Classroom

- Students will go directly to their classrooms at the beginning of the day.
- Students will remain in their classroom cohort all day and participate in all activities (i.e. breakfast, lunch, recess, PE, etc.) together with their class.
- All staff and specialists will provide services within the classroom, and/or provide small group breakouts while maintaining classroom cohorts.

Travel outside the classroom

- Students and staff will access PPE when going outside the classroom.
- Students and staff will social distance and maintain 35 sq. ft. per person when feasible.
- Students will minimize contact with students and staff outside their classroom cohort.

Restrooms

- Classrooms will have scheduled breaks and access to restrooms with regular cleaning schedules.
- Unscheduled visits:
 - Avoid gathering in groups
 - Use regular hand washing
 - Wear PPE

Common Areas

- Avoid using common areas. Space may be reallocated for other uses.

Playground and Recess

- STUDENTS WILL have recess with their classroom cohort in designated space.
- STUDENTS WILL play outside as weather permits
- STUDENTS WILL have access to equipment that can be cleaned between cohorts or maintained in as classroom/cohort equipment

Student assemblies/large-group gatherings

- WILL have morning meetings
- WILL have all-school or grade-level virtual assemblies
- WILL have school community activities
- WILL NOT have in-person all-school or all-grade student assemblies.
- WILL NOT have morning gatherings in the gym
- WILL NOT have guest speakers or assemblies
- WILL NOT have grade-level activities or gatherings

Meals: Breakfast/Lunch

- WILL be provided daily in the classroom with their cohort and delivered to classrooms.

Student Services

- Provided by staff per individualized plan with the district. Staff will communicate with families how they will provide services within cohort structure.

Transportation

- Recommend parents transporting students directly to schools during COVID-19
- Bussing will be provided that meets ODE guidelines.



Middle School On-Site Reimagined

The School Day

Middle school grades will operate on a modified schedule daily (9:00am – 2:00pm) that will allow all students attending daily and provide teachers time to support COVID-19 impacted students online through Google Classroom. The middle school schedule is off-set from the elementary schedule to provide effective operations and cohorting across the grade-levels and various school sites.

All students will have an modified schedule with four classes per day based on current state student regulations (1:100 contacts per day) to limit transitions and exposure per day.

Grade 6 students will maintain their classroom cohort for school day with their teacher.

Grade 7& 8 students will have an adjusted schedule with four classes per day to limit transitions and possible exposure per day.

LMS/LHS Hybrid Schedule	
Bus Arrival	8:50am
Start Time	9:00am
Period 1 or 5 w/breakfast	9:00 - 10:10am
Period 2 or 6	10:15 - 11:15am
Period 3 or 7	11:20 - 12:20pm
Period 4 or 8	12:25 - 1:25pm
Lunch	1:25pm - 2:00pm
Dismissal Time	1:25 - 2:00pm
Bus Departure	2:00pm

Additional Information

- Provides all students 5 days of direct Instruction per week.
- Abbreviated schedule for cleaning, prep, asynchronous support, office hours, etc. required in state guidance.
- Classroom cohorts spaced at 35 sq. ft to extent possible.
- Students will access periods 1-4 and then periods 5-8 in established equitable periods of time to support success in all classes across the 8 period schedule.
- Maintains 1:100 student cohort ratio required by the state per educational week.

Instructional Focus

- Focused on meeting social emotional needs of students
- Focus on Essential Standards or identified Power Standards
- Focus on decreasing student learning gaps created by distance learning and summer vacation.

Rules for Movement

Classroom

- Students and staff will wear face masks, face shield, etc. at all times
- Students and staff will maintain 35 sq. ft. spacing to the extent possible.
- If a student appears sick in class, the teacher will immediately be sent to the office with advance notice of who the student is and that they appear sick.
- All classroom activities will support the ODE and district safety guidelines
- All classroom activities will be conducted to limit possible exposure.

Travel outside the classroom

- Students and staff will access PPE when going outside the classroom.
- Students and staff will social distance and maintain 6ft. spacing when feasible.
- Students will minimize contact with students and staff outside their classroom cohort(s).

Restrooms

- Avoid gathering in groups
- Use regular hand washing
- Wear PPE

Assigned Common Areas

- Students will be assigned before school and lunch areas. Students will have assigned locations and seating during these times.
- Hand sanitation on re-entry of the classroom will be recommended after lunch/recess.
- Social distancing will be maintained to the extent possible.

Playground and Recess

- STUDENTS WILL have recess with their cohort in designated space.
- STUDENTS WILL play outside as weather permits
- STUDENTS WILL have access to equipment that can be cleaned between cohorts or maintained in as classroom/cohort equipment

Student assemblies/large-group gatherings

- WILL have all-school or grade-level virtual assemblies
- WILL have school community activities
- WILL NOT have in-person all-school or all-grade student assemblies.
- WILL NOT have guest speakers or assemblies
- WILL NOT have grade-level activities or gatherings

Meals: Breakfast/Lunch

- WILL be provided daily in the commons areas. Cohorts will have assigned times, seating, and other safety protocols to limit exposure and transmission.

Student Services

- Provided by staff per individualized plan with the district. Staff will communicate with families how they will provide services within cohort structure.

Transportation

- Recommend parents transporting students directly to schools during COVID-19

- Bussing will be provided that meets ODE guidelines.

High Risk Activities (ODE defined as: Labs, CTE, Band, Choir, and P.E.)

- Will require student to follow all outlined safety protocols
- May use technology to provide digital concerts
- May require waivers as appropriate

Sports

- Will follow OSAA guidelines for high school athletics

Clubs

- Clubs will meet virtually to the extent possible to minimize cohorts. Exceptions may be for clubs that are also classes or are part of an assigned class.

High School On-Site Reimagined

The School Day

High School grades will operate on a modified schedule daily (9:00am – 2:00pm) that will allow all students attending daily and provide teachers time to support COVID-19 impacted students online through Google Classroom. The high school schedule is off-set from the elementary schedule to provide effective operations and cohorting across the grade-levels and various school sites.

All students will have an modified schedule with four classes per day based on current state student regulations to limit transitions, weekly cohort limitations, and exposures per day.

Secondary Hybrid Schedule	
Bus Arrival	8:50am
Start Time	9:00am
Period 1 or 5 w/breakfast	9:00 - 10:10am
Period 2 or 6	10:15 - 11:15am
Period 3 or 7	11:20 - 12:20pm
Period 4 or 8	12:25 - 1:25pm
Lunch	1:25pm - 2:00pm
Dismissal Time	1:25 - 2:00pm
Bus Departure	2:00pm

Additional Information

- Provides **all students 5 days** of direct Instruction per week.
- Abbreviated schedule for cleaning, prep, asynchronous support, office hours, etc. required in state guidance.
- Classroom cohorts spaced at 35 sq. ft to extent possible.
- Students will access periods 1-4 and then periods 5-8 in established equitable periods of time to support success in all classes across the 8 period schedule per semester.
- Maintains 1:100 student cohort ratio required by the state per educational week.

Instructional Focus

- Focused on meeting social emotional needs of students
- Focus on Essential Standards or identified Power Standards
- Focus on decreasing student learning gaps created by distance learning and summer vacation.

Rules for Movement

Classroom

- Students and staff will wear face masks, face shield, etc. at all times
- Students and staff will maintain 35 sq. ft. spacing to the extent possible.
- If a student appears sick in class, the teacher will immediately be sent to the office with advance notice of who the student is and that they appear sick.
- All classroom activities will support the ODE and district safety guidelines
- All classroom activities will be conducted to limit possible exposure.

Travel outside the classroom

- Students and staff will wear PPE outside the classroom.
- Students and staff will social distance and maintain 6ft. spacing when feasible.
- Students will minimize contact with students and staff outside their classroom cohort(s).

Hallways

- Students and staff will work to maintain 6ft. distancing
- Students and staff will wear face masks, face shields, etc.
- Students and staff will follow signage and directions for movement in hallways.
- Transitions between classes may be staggered to eliminate all students being in the hallways at the same time

Restrooms

- Avoid gathering in groups
- Use regular hand washing
- Wear PPE

Common Areas

- Limited to the extent possible

Student assemblies/large-group gatherings

- WILL have all-school or grade-level virtual assemblies
- WILL have school community building activities
- WILL NOT have in-person all-school or all-grade student assemblies.
- WILL NOT have guest speakers or assemblies
- WILL NOT have grade-level activities or gatherings

Meals: Breakfast/Lunch

- WILL be provided daily. Cohorts will have assigned times, seating, and other safety protocols to limit exposure and transmission. Breakfast and lunch may be eaten in classrooms to limit exposure between cohorts.

Student Services

- Provided by staff per individualized plan with the district. Staff will communicate with families how they will provide services within cohort structure.

Transportation

- Recommend parents transporting students directly to schools during COVID-19
- Bussing will be provided that meets ODE guidelines.

High Risk Activities (ODE defined as: Labs, CTE, Band, Choir, and P.E.)

- Will review activities to limit exposure
- Will require student to follow all outlined safety protocols
- May use technology to provide digital concerts
- May require waivers as appropriate

Sports/Clubs

- Will follow OSAA guidelines for high school athletics

- Clubs will meet virtually to the extent possible to minimize cohorts. Exceptions may be for clubs that are also classes or are part of an assigned class.

Phase 4 Options : The Path to Reopening

Return to Normal Operations!!



Academic Interventions & Support

Regardless of the educational model or the program your student participates in during the 2020/21 school year, La Grande School District will continue to use school Effective Behavior and Instructional Support (EBIS) or Student Support Teams (SST) to review student progress towards grade-level academic and behavior standards. Students that struggle to maintain grade-level proficiencies or fall significantly behind, have access to a wide-range of supports that can be accessed on the school level. School staff will work collaboratively with parents to develop the best individualized plan for their student(s). Services may include: Reading, Math, English Learning, Special Education, 504, or Youth In Transition (YIT) that help the student access learning and get the support they need to be successful.

Individualized Student Programs & Support



Student Services will ensure: a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parental engagement regarding the provision of services for their child; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents. It is highly recommended that Student Services team meetings (IEP & 504) be held virtually to limit the flow of traffic into school buildings and comply with group gathering/meeting guidance.

We also recognize that in-person services are a priority for high-needs students and have prepared contingency plans to address remote learning needs in the event of intermittent or extended school closures. If you have any questions about Student Services please contact your case manager or school principal.

"The fact is, physical distancing and hygiene are the best tools we have to prevent the spread and every prevention tool we remove increases the opportunity for transmission of the disease."

Student Services

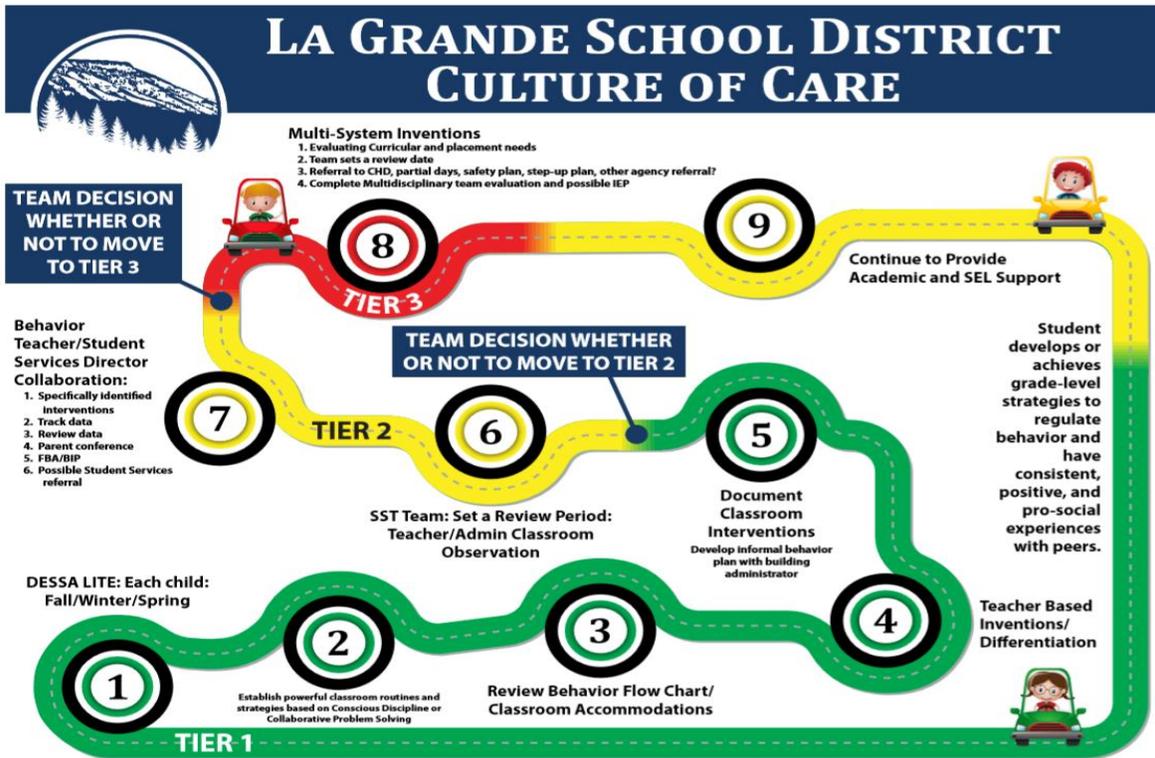
Culture of Care & Behavior Supports

Social Emotional Learning

As school and district personnel adapt to environments that may result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also prioritize social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

- School counselors will continue to build relationships with students with known needs.
- School hotlines are still active.
- The LGSD Crisis Team will be available if needed both onsite and remotely.
- The district continues integration and prioritization of equitable and preventative strategies across all buildings and classrooms. LGSD is also helping adults and students cultivate skills to effectively interact and create a positive school climate while simultaneously helping students build the knowledge, skills and attitudes they need to carry out school-wide expectations and excel academically.
- Building-level teams are in place to support specific student SEL needs.
- All buildings have strategies for positive relationship development.

- Elementary, middle, and high school teams are designing specific trauma-informed SEL lessons and strategies for all kids - including onsite and online.



Counseling Services

Traditional Ed. Delivery with Expanded Online Options

- Building support for SEL
- Meetings with at risk students
- Coordination of mental health services in building and with community partners
- Mental Health Crisis management
- Building scheduling
- Attendance tracking
- Small group support
- Class scheduling, registration.
- Staff wellness
- Crisis Management with students, staff and families

(Hybrid) Online & On Site Model

- Traditional office hours
- Building support for SEL
- Meetings with at risk students
- Coordination of mental health services in building and with community partners
- Mental Health Crisis management
- Building scheduling
- Attendance tracking
- Small group support
- Class scheduling, registration.
- Staff wellness
- Elementary-Specialist rotation schedule
- Running groups- By who is there, adapting to the students

Distance Learning Model

- One on one services for at risk students
- SEL activities, advertisements
- Messaging to parents/community.
- Website updates, resources management
- Online resource research
- Virtual lessons/videos
- Scheduled times with teachers to come into the virtual class
- Mental Health coordination with community partners
- Assisting teachers in locating students, contacting, and attending.
- Staff wellness activities

Nursing Services

Nursing services will remain the same with added considerations noted in the “response to cases/Outbreak” section-please references this sections in regard to virus outbreaks and positive cases. All school nursing health protocols for IEPs and 504s will be available when students are on site and need healthcare accommodations/modifications to access their Free and Appropriate Public Education.

Bussing & Transportation

Transportation

- All students will be expected to register for district provided transportation with Mid-Columbia Bus Co. prior to August 14, 2020 for the 2020/21 school year.
- We are highly encouraging parents to drop off and pick up their child-(ren) to minimize the number of students on the buses.
- Parents will be expected to keep their child-(ren) home if they are not feeling well.
- Social Distancing at bus stops is highly recommended. Facemasks/shields are not required but highly recommended while riding the bus.

Pick Up

- Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative
- Students will be asked to fill the bus from the back to the front to limit passing near other students.
- We will maintain the maximum distance between students based on the number of students on the given route.

- Siblings, or students who live in the same house, will be asked to sit together to maximize available space.
- If a student on the bus appears sick, they will be asked to put on a facemask/shield. When they arrive to the school, they will be taken to the office. Additional health screening and temperature check will be completed at the front office. Parents will be contacted to pick up the student to return home if the one or more symptoms are present.

Drop Off

- The school will provide an accurate list of students riding the bus to the bus driver.
- Students will load the bus according to the order of when they will get off. Those who will get off last will load first and sit in the back of the bus.
- Students who fail to comply with these rules and policies will be given 2 written warnings and then will be suspended from riding the bus after the third offence.

Meals

General Information

- LGSD will establish portable points of sales to maintain flexibility and eliminate student use of the keypad. Instead, one staff member will be assigned to enter numbers or use remote scanning of ID card.
- Provide ID cards for all students that include a bar code for identification.
- Seek and apply USDA waivers that reduce the need for student identification.
- Food service workers wear face coverings and gloves at all times.
- All onsite students sanitize hands before and after meal service
- Parents and other visitors will not be allowed to eat with students at school.

On-Site Model Meals and Distribution

- Provide meal service pattern that supports cohort groups established in building, including elementary breakfast and lunch served in classrooms and possible use of gym or other locations.
- Provide flexibility in how and where meals are served.
- Grab and go type food products for breakfast meals in all buildings.
- Plastic compartment trays or grab and go bags used for meals.
- Establish meal pick up locations for students learning from home.
- If Cafeteria is used (MS and HS).
 - No self-service.
 - Social distance tables.

- MS and HS to determine revised lunch schedule to add additional lunch periods.

Schools will attempt to limit student interactions by practicing the following

- Established cohort groups do not interact with students from outside their group during the day or during the meal service.
- Stagger lunch period start-time to allow food service staff to move from location to location.
- Consider outside seating if possible.

In regards to the distribution of food, the following practices to be implemented:

- No use of salad bar, or self-serve fruit and vegetable bar; instead individually wrapped or containerized items will be provided.
- Choices of food items will be limited, if available at all.
- Use foam or disposable trays when feasible.
- No self-serving by students. Food items will be individually packaged or placed on trays by food service personnel. Students may pick up prepackaged items.
- Food service staff will comply with ODE safety requirements and recommendations such as facemasks, face shields, gloves, disinfecting, etc.
- Each serving location to be provided sufficiently sized waste container.

Hybrid Model Meals and Distribution

- Provide meal service pattern that supports student grouping established in building, including elementary breakfast and lunch served in classrooms and possible use of gym or other locations.
- Establish meal pick-up locations for students learning from home.
- Grab and go type food products for breakfast and lunch meals in all buildings
- If Cafeteria is used (MS and HS).
 - Grab n' Go bag meals
 - Social distance tables.

In regards to the distribution of food, the following practices to be implemented:

- No use of salad bar, or self-serve fruit and vegetable bar; instead individually wrapped or containerized items will be provided.
- Choices of food items will be limited, if available at all.
- Use foam or disposable trays when feasible.
- No self-serving by students. Food items will be individually packaged or placed on trays by food service personnel. Students may pick up prepackaged items.
- Food service staff will comply with ODE safety requirements and recommendations such as facemasks, face shields, gloves, disinfecting, etc.

Distance Learning Model Meals and Distribution

- No on-site meals – provide “grab and go” meal pick up locations for all students while following social distancing guidelines.



Access to Technology

General Information

During the time of Distance Learning in the spring of 2020, La Grande School District felt the need for student access to digital learning. Numerous measures were taken to ensure that students had access to technology. Chromebooks were available for any student to check out during distance learning. The District acquired WiFi hotspots to support learning at home for students and families without reliable internet access. With these enhancements, devices will be available to check-out as needed, to support learning online.

Technology for Students On-Site

- Devices will be assigned to specific students (1-1 where possible, 1-2 or 1-3 if needed).
- Shared devices will follow guidelines for cleaning and sanitizing between uses.

Technology for Students Off-Site

- Chromebooks will be available for students to check out through our library system as needed.
- WiFi hotspots will be available for families to check out when reliable home internet access is not available.

Technology Support

- Students and families will have access to a helpdesk support hotline by calling **1-888-223-9593**.
- A helpdesk ticket will be created if the issue cannot be resolved over the phone.
- Helpdesk tickets will be managed by District technology specialists.

Additional Information

Pandemic Team

George Mendoza - LGSD Superintendent
Scott Carpenter - LGSD Director of Education Programs
Landon Braden - LGSD Director of Student Services
Casey Hampton - LGSD IT Manager
Ryan Westenskow - Elementary Principal
Chris Wagner - Middle School Assistant Principal
Dalton Sheets - LEA Union President
Leatha Canfield and Angela Whitnah - OSEA Union Co-Presidents
Liz Becker - EOU Senior Instructor and LGSD Technology Coach
Ellen Lester - LGSD District Library and Media Specialist
J.B. Brock - Union County Emergency Manager
Carrie Brogoitti - Public Health Authority
Zach W. Spoehr-Labutta - Grande Ronde Hospital Pediatrician
Matt Scarfo & Paul Anderes - Union County Commissioners

Design Team Members

Angie Carlson
Angela YoungWhitnah
Anne March
April Tussey
Brad Sunderman
Brandy Larison
Brett Baxter
Brett Smith
Carla Arnold
Carol Byron
Casey Hampton
Carrie Brogoitti
Chelsee Rohan
Chris Leavitt
Chris Panike
Chris Wagner
Cody Bowen
Dalton Sheets
Dana Thomas
Danelle Wilson
Darren Goodman
Dawn Treat
Diana Bennett

Donna Beverage
Debra Steyaert
Eric Freeman
George Mendoza
Holly Wagner
Isai Bedolla
James Stevenson
J.B. Brock
Jeff Roberts
Jeremy P. Davis
Jessica Warfield
Joelene Peasley
John Tolan
Jordann Roberts
Joseph Waite
Josh White
Kathaleen Maley
Kathy Benson
Kyle McKinney
Kylee Goodwin
Kylinn Irwin
Landon Braden
Laurie Batten

Leatha Canfield
Liz Becker
Marilyn Knight
Matt Scarfo
Matt Seimears
Melanie Shipman
Merle Comfort
Missy Rinker
Monica West
Nicole McConnell
Paul Anderes
Robin Maille
Ryan Westenskow
Sandee Yeates
Stephanie Baxter
Stephanie Myers
Suzy Mayes
Taunya Barnett
Teresa Dowdy
Tory Weimer
Linda Sweet
Wendie Perry
Zach Spoehr-Labutta

Contact Us

La Grande School District Office
1305 N. Willow St. | La Grande, OR 97850 | 541-663-3200
Superintendent George Mendoza
Administrative Assistant Gaye Young

Central Elementary
701 H Ave. | La Grande, OR 97850 | 541-663-3501
Principal Suzy Mayes
Assistant Principal Monica West
Head Secretary Connie Ingerson

Greenwood Elementary
2300 N. Spruce St. | La Grande, OR 97850 | 541-663-3601
Principal Ryan Westenskow
Head Secretary Eva McKinney

Island City Elementary
10201 4th St. | Island City, OR 97850 | 541-663-3271
Principal Brett Smith
Head Secretary Dena Tams

La Grande Middle School
1108 4th St. | La Grande, OR 97850 | 541-663-3421
Principal Kyle McKinney
Assistant Principal Chris Wagner
Head Secretary Tressa Willson

La Grande High School
708 K Ave. | La Grande, OR 97850 | 541-663-3300
Principal Brett Baxter
Assistant Principal Eric Freeman
Head Secretary Patty O'Reilly

La Grande Virtual Learning Academy
1305 N. Willow St. | La Grande, OR 97850 | District Office: 541-663-3243
Director Scott Carpenter
Coordinator Kelly Richards