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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Condon School District
Key Contact Person for this Plan	Michelle Geer
Phone Number of this Person	(541) 384-2441
Email Address of this Person	mgeer@condon.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent/Principal, Vice Principal, SPED Director, NCESD Superintendent, Transportation, Certified, Staff, Classified Staff, Counseling Supervisor, Board Members
Local public health office(s) or officers(s)	North Central Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Michelle Geer
Intended Effective Dates for this Plan	August 31, 2020 through June 11, 2021
ESD Region	North Central ESD

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

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

We have collected survey data around technology needs, transportation needs, surveyed what needs to be in place for parents/students to come to school in the Fall, and surveyed the preference of parents and students for the structure of the 2020-21 school year. Based on this information in combination with our Local Public Health Authority we plan to start school in the Fall with students in our buildings. The survey link was provided to all families in our K-12 community. It can be taken online, a paper copy can be provided upon request, or community members can call the school to give their feedback.

We have been open on-site since September, and have adapted and made changed to our plan based on feedback and as needed to enhance student/staff safety.

3. Select which instructional model will be used:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and submit online, including updating when you are changing Instructional Model (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a).

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
A Comprehensive Distance Learning model is not our selection, but we do have the ability to transition to CDL as needed when a cohort gets shut down. We are also able to offer CDL for families that Opt out of on-site learning.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.
Comprehensive Distance Learning Model • Student will receive individual packets or coursework through google classroom based on grade level instruction for CORE subjects and electives. • All materials and assignments will be graded based on current grading practices. • Teachers will make daily contact with students/parents providing support. • Attendance will be verified daily based on these contacts, work submitted, participation in video class. • K-12 packet materials will be given on a weekly basis through transportation services/staff, for those students that can't access online learning. **On-Line Learning Model** • Students participating in Condon's on-line model will be assigned core subjects through the Acellus Learning Platform. • Students will be provided with a laptop/Ipad upon request from the family. • Student support will be given through Condon School District personnel. • Attendance will be verified daily based on contact with a licensed staff or a designated educational assistant, work submitted, participation in video class.

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section __unless__ the school is implementing the **Limited In-Person Instruction** provision under the Comprehensive Distance Learning guidance.*

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g).
 • OSHA has developed a risk assessment template.
 ☒ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
 ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.
     • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h).
     • OSHA has developed a sample infection control plan.
 ☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the ***Ready Schools, Safe Learners*** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
 ☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
	• Communicable Disease Management Annex for Condon School District can be found on our website.
	 • OSHA Risk Assessment on the Condon School District website.
	 • Staff have participated in all mandatory OSHA and COVID-19 trainings.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	
☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.	
☒ Process to report to the LPHA any cluster of any illness among staff or students.	
☒ Protocol to cooperate with the LPHA recommendations.	
☒ Provide all logs and information to the LPHA in a timely manner.	
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained.	
☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information	
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	
☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
Medically Fragile, Complex and Nursing-Dependent Student Requirements
☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:
   1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
   2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
   3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
   • Communicate with parents and health care providers to determine return to school status and current needs of the student.
   • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
   • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
   • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
   • Service provision should consider health and safety as well as legal standards.
   • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
   • Work with an interdisciplinary team to meet requirements of ADA and FAPE.
   • High-risk individuals may meet criteria for exclusion during a local health crisis.
	All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
	
	Staff
	   • Redeployed staff work in areas with limited exposure to others (e.g. office work, custodial work, family support via technology).
	   • Redeployed staff support online instruction if needed.
	   • Staff could consider taking FMLA or other leave options.
	
	Students
	   • Students identified as vulnerable, either by a physician, or parent/guardian notification, will participate in comprehensive distance learning with weekly check-ins.
	   • Students who experience disability will continue to receive specially designed instruction.
	   • Students with language services will continue to receive English Language Development.
	
	Visitors/Volunteers
	
	   • Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

OHA/ODE Requirements	Hybrid/Onsite Plan

• Refer to updated state and national guidance and resources such as:
  o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  o ODE guidance updates for Special Education. Example from March 11, 2020.
  o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
  o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

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1c. PHYSICAL DISTANCING

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ 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 or outside learning space (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 must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Capacity for Grade School Settings: • Playshed- 7,332 usable Sq. Ft., no more than 209 people • Library- 920 usable Sq. Ft., no more than 26 people • Upper Gym- • Computer Lab- Not using • Cafeteria- 944 usable Sq. Ft., no more than 27 people • SPED- 600 usable Sq. Ft., no more than 17 people • Speech- 160 usable Sq. Ft., no more than 4 people • Counselor- 144 usable Sq. Ft., no more than 4 people • Music- 523 usable Sq. Ft., no more than 15 people • Band- 417 usable Sq. Ft., no more than 11 people • Kindergarten/1st- 714 usable Sq. Ft., no more than 20 people • 2nd Grade- 823 usable Sq. Ft., no more than 23 people • 3rd Grade- 823 Sq. Ft., no more than 23 people • 4th/5th Grade- 806 usable Sq. Ft., no more than 23 people • 5th/6th Grade- 988 usable Sq. Ft., no more than 28 people • 7th/8th Grade- 1,085 usable Sq. Ft., no more than 31 people • Math- 660 usable Sq. Ft., no more than 18 people Capacity for High School Setting: • New Social Science- 850 usable Sq. Ft., no more than 24 people • English- 594 usable Sq. Ft., no more than 16 people • Computer Lab- 437 usable Sq. Ft., no more than 12 people • Library- 700 usable Sq. Ft., no more than 20 people • Science- 480 usable Sq. Ft., no more than 13 people • Math- 594 usable Sq. Ft., no more than 16 people • Health- 621 usable Sq. Ft., no more than 17 people • Additional- 775 usable Sq. Ft., no more than 22 people • Counselor- 135 usable Sq. Ft., no more than 3 people • Weights- 1200 usable Sq. Ft., no more than 34 people • Gym (lower)- 5,580 usable Sq. Ft., no more than 159 people • Staff Room- 156 usable Sq. Ft., no more than 4 people • Locker room • MPR Grade School Student Population • K/1st- 16 students

OHA/ODE Requirements	Hybrid/Onsite Plan
	• 2nd- 15 students • 3rd- 15 students • 4th/5th- 19 students • 5th/6th- 20 students • 7th/8th- 21 students High School Student Population • 9th- 9 students • 10th- 7 students • 11th- 9 students • 12th- 9 students Hallways will be marked with one-way direction and markers to keep physical distancing.

<p align="center">1d. COHORTING</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups shall 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[4], unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, 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[5], and peers. ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	Transportation Cohort • This is a stable group of students each day • Updated contact tracing logs required for each daily route Kindergarten- 3rd Grade Cohort • Cohorts maintained throughout the year for recess, PE, and lunch. • Grade band cohorts for Kindergarten and 1st, 2nd, and 3rd grade are maintained for classroom work and music. 4th-6th Grade Cohort • 4th-6th are a cohort group for classroom work, music, lunch, recess, and PE. 7th & 8th Grade Cohort • 7th-8th are one classroom, lunch, PE cohort, and will be maintained as much as possible throughout the year. High School Cohort • 9th-12th are a cohort group and classrooms will be cleaned during each transition and social distancing maintained as much as possible in all settings. • All students will have lunch at the same time, and lunches will be brought over from the GS building for students that signed up for lunch. Students will eat in MPR with one adult monitoring. Speech/ SPED/ Counseling • To the extent possible, students receiving supports beyond core instruction will receive these supports within their grade band cohorts.

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[4] The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

[5] Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the *Ready Schools, Safe Learners* guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. ☒ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy. ☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. ☒ Provide all information in languages and formats accessible to the school community.	A letter outlining the instructional model, rationale, specific infection control measures will be shared with all families through print and electronically when available. Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction. Updated communication will be shared on a regular basis throughout the school year. Communication templates are in place to go out to families/staff to inform them of any potential exposures. We have met weekly with our Local Public Health District to get updates and to keep the communication lines open between both entities.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
 • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
 • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
 • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.
 • Emergency signs that require immediate medical attention:
  o Trouble breathing
  o Persistent pain or pressure in the chest
  o New confusion or inability to awaken
  o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  o Other severe symptoms
☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done
	Arrival and Entry
	 • Each student will be assigned an entrance point (specific door) to the building.
	 • They will go directly to their first content cohort (first period class for high school or grade level classroom at grade school) through their assigned entry door.
	 • Staff will be present at each entry point to visually screen students for symptoms, and will maintain cohort or individual student logs.
	 • Students travel by grade level to get breakfast and then go back to classroom. K-3 breakfast is brought to their rooms.
	
	Screening Students
	 • Staff will be assigned to each entry to visually screen.
	 • When the screening indicates that a student may be symptomatic, the student is directs to the office. *Follow established protocol from CDMP (section 1a).
	 • Hand sanitizer will be placed by each entrance to classes, or students will use the hand washing stations in classrooms as they come in the door.
	 • Transportation will follow screening protocols from section 2i.

OHA/ODE Requirements	Hybrid/Onsite Plan

visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
   • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools."
   • Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	Screening Staff
	   • Staff are required to report when they may have been exposed to COVID-19.
	   • Staff are required to report when they have symptoms related to COVID-19.
	Staff member are not responsible for screening other staff members for symptoms.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.
☒ 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 the ***Ready Schools, Safe Learners*** guidance.
	• Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.
	• Essential visitors must wash or sanitize theirs hands upon entry and exit, and will be visually screened for symptoms when signing in.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
☒ 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 or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only 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 and shields are provided by the District for anyone who doesn't have access to one.
	
	Face Coverings or Face Shields
	Required for:
	   • All Staff
	   • Bus drivers
	   • Contractors
	   • Other service providers
	   • Visitors and volunteers
	   • All students 5 years and older
	
	If Students Remove Face Coverings

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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;"
        o Students must not be left alone or unsupervised;
        o 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.
    • Additional guidance for nurses and health staff.
 	
Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance
 	
☒ 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 must 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.
 	
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after 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
	• Offer different type of face covering
	    • Off a space away from peers while supervising
	    • Small portions of the day that do not include wearing a mask, but still follow other strategies to reduce the spread of disease
	    • Provide support to re-engage in safely wearing a mask
	    • Students will not be disciplined
	
	Plexiglass Barriers
	    • Installed in front office
	
	Facial Coverings are NOT Recommended for:
	    • Children of any age should not wear a face covering:
	        o If they have a medical condition that makes it difficult for them to breathe with a face covering;
	        o If they experience a disability that prevents them from wearing a face covering;
	        o They are unable to remove the face covering independently; or
	        o While asleep.
	    • Students receiving services under a 504/IEP and the nature of their disability prohibits it. District will follow required steps and accommodations.

OHA/ODE Requirements	Hybrid/Onsite Plan

established in the student's plan including on-site instruction with accommodations or adjustments.
   2. Not make placement determinations solely on the inability to wear a face covering.
   3. Include updates to accommodations and modifications to support students in plans.
• For 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 shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.
   • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning
	• All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (sick room at GS, and extra office at HS).
	   o A staff member will be assigned to supervise students with symptoms.
	   o Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.
	   o Students will be provided a facial covering if they can safely wear one.
	• Daily logs must be maintained containing the following information:
	   o Name of student
	   o Reported symptoms

OHA/ODE Requirements	Hybrid/Onsite Plan
outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, 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 nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall 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 shall 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. ☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.	o Action taken

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2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
    • The ADM enrollment date for a student is the first day of the student's actual attendance.
    • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
    • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
    • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.
	• All students will be enrolled following the Oregon Department of Education guidelines.
	• No student will be dropped for non-attendance if they meet the following conditions:
	    o Are identified as vulnerable, or otherwise consider to be part of a population vulnerable to infection with COVID-19
	    o Have COVID-19 symptoms for the past 14 days
	    o Will follow the temporary suspension of the 10 day drop rules

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	• Attendance will be taken daily during onsite instructional days. • Attendance will be taken daily for distance learning: Once a day for K-5, and for each scheduled class for 6-12. • The designated attendance team will review attendance date weekly.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	• K-12th grade students will be assigned a district-owned device for use in the school building. • When we transitions to distance learning all K-12th grade students will be able to take home their assigned device. Or the District will organize a day to pick them up. • If K-3 are sharing iPad at school, the appropriate disinfecting will occur between uses.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
☒ **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).
	• **Handwashing:** All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.
	• **Equipment:** All classroom supplies, PE/ recess equipment and percussion instruments will be cleaned and sanitized before use by another student or cohort group.
	• **Electronics:** For electronics such as tablets, touch screens, keyboards, remote controls, and ATM machines, remove visible contamination if present.
	  ○ Follow the manufacturer's instructions for all cleaning and disinfection products.
	  ○ Consider use of wipeable covers for electronics.
	  ○ If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
	• **Events:** Off-site field trips will be postponed and re-evaluated as new guidance comes out. Assemblies, school wide parent meetings, and large gatherings will be held virtually or follow cohorting and social distancing requirements. Athletic events will follow County metrics and meet requirements from OSBA, ODE, and OHA.
	• **Transitions/Hallways:** Hallways will include one-way traffic markings to reduce contact. Line up in grade level groups and maintain social distancing.
	• **Personal Property:** Students will not use lockers to store

OHA/ODE Requirements	Hybrid/Onsite Plan
	personal property. If personal property is brought to school, it must be labeled with a student name and will only be used by that student.
	● **Restrooms:** Restrooms will be assigned based on cohort groups. The restrooms will be cleaned multiple times a day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance).
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
    ● Eliminate shared pen and paper sign-in/sign-out sheets.
    ● Ensure hand sanitizer is available if signing children in or out on an electronic device.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Arrival and Entry
	    ● GS students will be assigned an entrance point to the school building.
	    ● HS students will enter main entrance to building.
	    ● Staff will present at each entry point to visually screen students for symptoms and track cohort data.
	    ● Students identified as potentially symptomatic will be directed to the office. *Follow plan outlined in 1a.
	    ● Hand sanitizing stations at entries.
	    ● Students will go to their first period class or grade level classroom to wash/sanitize hands.
	
	Dismissal
	    ● GS staff will walk with cohort to dismissal point maintaining social distancing.
	    ● Students will go directly to bus or departure point from campus.
	    ● Students entering or leaving the buildings at times other than arrival or dismissal will use the main building entrance.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating:** Rearrange student desks and tables to at least six feet apart (35 square feet). Assign seating so students are in the same seat at all times. ● **Materials:** Each classroom will limit sharing of community supplies when possible (e.g. scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff. ● **Handwashing:** Students will wash hands before each meal and frequently throughout the day. Signage will be at each sink. ● **Classroom Procedures:** All GS classes will use assigned cubbies or storage space for individual student belongings. HS students will have space in each classroom or a locker for supplies. ● **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave. Classrooms will hold classes outside when possible and encourage students to spread out. Ventilation systems running and filters maintained to meet requirements.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	• All playground structures will be routinely cleaned and • Each cohort group will use their own playground supplies (i.e., balls, jump ropes etc.). • Students will wash or sanitize hands before and after recess. • Recess activities will be maintained to support physical distancing and to maintain stable cohorts. This may include limiting the number of students on one piece of equipment or at one game.

<h3 style="text-align:center">2h. MEAL SERVICE/NUTRITION</h3>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the **Ready Schools, Safe Learners** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	• Students travel by classrooms to the cafeteria and bring breakfast back to their classrooms. • All students will wash hands or hand saintize in classrooms or cohort restrooms prior to meals. • Cafeteria will be cleaned and sanitized between each stable cohort. • Grades K-3 go as individual classes to the lunch room, starting with the Kinders. K/1 eats in cafeteria, and 2/3 eat in classrooms. Alternate days on who eats in cafeteria. • Grades 4-6 go as individual classes to the lunch room, starting with 4th grade. 4/5 eats in cafeteria, and the 6th grade eats in classroom. Alternate days on who eats in cafeteria. • Grade 7-8 will go to lunch after the 4/5 have eaten and will eat in the cafeteria. • HS lunches will be brought to the HS building and students will eat in the MPR.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Adequate cleaning and disinfection of tables between meal periods.	
☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
    • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
        o The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
        o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
    • If arriving at school, notify staff to begin isolation measures.
        o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☒ 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, only as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
	• Work with transportation company on training and updates.
	• Bus drivers are required to wear face covering or shield.
	• Bus drivers will do a visual screening and maintain contact tracing logs.
	    o If a student exhibits symptoms, they will be provided a face shield or covering, and that student will be placed 6 feet away from others.
	    o Once arriving at school, notify front office staff and they start the isolation procedures.
	    o If a student exhibits symptoms and a parent/guardian is with them at the drop off location, then they will remain with the parent.
	• Communicate with parents around the protocol for loading and unloading students. This includes a visual screening and contact tracing logs.
	• Busses will be cleaned and wiped down each day between routes.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings for all students, applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.	

<div align="center">

2j. CLEANING, DISINFECTION, AND VENTILATION

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration	• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles), and shared objects (toys, supplies) will be cleaned between cohort uses, but not let than once a day. • Door handles, desks, and tables will be cleaned between cohort groups, or when a different class transitions into the classroom. • Ventilation systems will be maintained, and air circulation (open windows, fans) will be used when possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).	

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	• Licensed, experienced health staff have been included on teams to determine District health services priorities.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
   • Contact tracing
   • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
   • Quarantine of exposed staff or students
   • Isolation of infected staff or students
   • Communication and designation of where the "household" or "family unit" applies to your residents and staff
 	
☐ Review and take into consideration [CDC guidance](#) for shared or congregate housing:
   • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
   • Ensure at least 64 square feet of room space per resident
   • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
   • Configure common spaces to maximize physical distancing;
   • Provide enhanced cleaning;
   • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.
 	
Exception
K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the *Ready Schools, Safe Learners* guidance) may operate, in consultation with their Local Public Health Authority, provided that:
 	
☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance.
 	
☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
 	
☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. ☐ Any boarding students newly arriving to campus will either: • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* * A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA). ☐ Student transportation off-campus is limited to medical care.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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 must 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 shall 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.
	• Emergency procedures and drills will be completed as required.
	  o Monthly fire drills
	  o Earthquake drills twice a year
	  o Safety threats twice a year
	• While on-site we will practice drills following regular procedures.
	• Students will wash hands or use hand sanitizer after a drill is complete.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
    • Student elopes from area
       o If staff need to intervene for student safety, staff should:
         • Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
         • Use the least restrictive interventions possible to maintain physical safety for the student and staff.
         • Wash hands after a close interaction.
         • Note the interaction on the appropriate contact log.
       o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
    • Student engages in behavior that requires them to be isolated from peers and results in a room clear.
       o If students leave the classroom:
         • Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
         • Ensure physical distancing and separation occur, to the maximum extent possible.
         • Use the least restrictive interventions possible to maintain physical safety for the student and staff.
         • Wash hands after a close interaction.
         • Note the interaction on the appropriate contact log.
       o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
    • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
       o If staff need to intervene for student safety, staff should:
         • Maintain student dignity throughout and following the incident.
	• District staff will participate in PD around behavioral interventions and supports for students.
	• Staff will have ongoing training on de-escalation.
	• Appropriate cleaning measures will be followed in the event that a space in the building was unexpectedly used by a student/staff.
	• Log any interactions that impact a different cohort.

OHA/ODE Requirements	Hybrid/Onsite Plan

● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    ● Use the least restrictive interventions possible to maintain physical safety for the student and staff
    ● Wash hands after a close interaction.
    ● Note the interaction on the appropriate contact log.
*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE must not be re-used.	• Will follow the guidance for restraint and PPE if a physical intervention is needed.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	• A District response team will review identified cases and follow an established emergency response framework. • Coordinate communication with LPHA.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	• In the case of an outbreak, the District will follow the outbreak response protocol and will coordinate with the LPHA for any outbreak response. • In the event that the building is closed, short term comprehensive distance learning will be implemented for all staff/students. • Meals will be provided for students regardless of the type of learning model. • Work with LPHA to stablish timely communication with staff and families.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	• Distance learning and in-person learning will be planned in collaboration with staff, allowing for all students to move between an in-person or distance learning model as needed. • Will follow LPHA and the CDC guidelines for sanitizing and disinfecting for classrooms, cafeteria, restrooms, playgrounds, and gym settings. • Follow the LPHA's guidance on returning students and staff for on-site instruction and communication to families.

ASSURANCES

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

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

☐   We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

	4. Equity

	5. Instruction

	6. Family, Community, Engagement

	7. Mental, Social, and Emotional Health

	8. Staffing and Personnel

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*
Not Applicable- We have met all requirements.	Not Applicable- We have met all requirements.