



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Morrow County School District IES, ABC Kaira Rysdam, IES Principal
Key Contact Person for this Plan	Kaira Rysdam, IES Principal
Phone Number of this Person	541-922-2421
Email Address of this Person	Kaira.rysdam@morrow.k12.or.us
Sectors and position titles of those who informed the plan	Dirk Dirksen, Superintendent Erin Stocker, Executive Director/HR Marie Shimer, Director/Ed Services Matt Combe, Director/Maintenance Kaira Rysdam, IES Principal Barbara Phillips, Secretary Cynthia Hodgdon, Teacher Brenda Burrignt, Teacher Bonnie Olney, Educational Assistant
Local public health office(s) or officers(s)	Morrow County Health District Diane Kilkenny RN, IMESD Nurse Alenia Davis
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	MCSD Safety Team IES Safety Team
Intended Effective Dates for this Plan	September 8, 2020
ESD Region	Intermountain ESD

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.

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.

Community surveys; community meetings, board presentations (school board and county commissioners); social media updates.

Equity is the basis for all we do. Staff is dedicated to placing our focus on student cohorts at the center of our planning for the 2020-2021 school year. We are collecting survey data regarding Distance Learning for All successes and struggles, technology availability/needs for next school year, preference of parents and students for structure of learning for 2020- 2021 school year and intent to send students to school next year.

- 100% access free and reduced lunch
- 51% identify as students of color
- 13% identified as special needs
- 20% are emerging bilingual students

3. Indicate which instructional model will be used.

Select One:

- 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 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **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.

County metrics do not allow for re-opening in buildings. According to Ready Schools Guidance we have been instructed to reopen through a virtual platform. This will be effective August 24, 2020 through June 11, 2021. The state metrics is our indicator on active cases of covid in our county.

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.

At this time, we do not need any additional support from ODE with flexibility of waivers. We appreciate the adjustments with rural districts and limited in-person instruction.

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.

We will return to our hybrid model described in the remainder of this blueprint document when our county metrics allow us to do so. The anticipated timeline for returning to the Hybrid learning will be based off of our metrics for Morrow County. See section 3 of the blueprint for specifics regarding response to outbreaks and appropriate transition to the hybrid model.

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.



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> 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. <ul style="list-style-type: none"> • 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. <input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • 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 <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. 	<p>Morrow County School District Communicable Disease Plan.</p> <p>Administer and/or staff appointed by the administrator will be designated as the person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance.</p> <p>School nurse Alena Davis RN and LPHA Diane Kilkenny with the support of OHA provide support and resources to the district policies and plans. Reviewing relevant local, state and national evidence for planning.</p> <p>School nurse Alena Davis RN will be training all staff on health procedures and policies in sections 1-3 of the Ready Schools, Safe Learners guidance. We are considering virtual training where appropriate to ensure physical distancing is maintained.</p> <p>Alena Davis RN school nurse and LPHA Diane Kilkenny RN have worked together on procedures for notifying the LPHA of any confirmed COVID-19 cases among students or staff. As well as the procedure to report to the LPHA any clusters of any illness among staff or students.</p> <p>Please insert plan for systematic disinfection of classrooms, office, bathrooms and activity areas.</p> <ul style="list-style-type: none"> • Building sanitation practices will occur daily in bathrooms, conference rooms, offices, and staff rooms. • MCSD custodial staff will implement a daily schedule of sanitizing all frequently touched surfaces including, door handles, light switches, tabletops, counter tops, sink handles, toilets, and staff room surfaces. • MCSD employees should also wipe down key boards, office doorknobs, computer mouse, and desk surface on a daily basis. Work stations should not be shared with other employees without proper disinfection. <p>School nurse Alena Davis RN has assembled a policy for cooperating with our LPHA recommendation and provide all logs and information in a timely manner.</p> <p>Students will be visually screened upon arrival to classroom by their teachers and documented. Administration will be in charge of visually screening staff members.</p> <p>Isolation location will be in the conference room which is close to the front office and provides space for more than 1 student and a staff member for supervision.</p> <p>Administrators and the superintendent will communicate potential COVID-19 cases to school community and other stakeholders.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	<p>Letters are established for communicating with students, parents and staff who may have become in close contact with a confirmed case.</p> <p>A system for each staff member of a stable cohorts and arternary staff has been created and will be maintained by each teacher on a daily basis. This system has been developed by the school nurse Alena Davis RN in collaboration with LPHA Diane Kilkenny RN. Policy for recording/keeping of daily logs for a minimum of four weeks is included in this system is to ensure that school reports are sent for consultation with our LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with Covid-19.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> 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: <ol style="list-style-type: none"> 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. <input type="checkbox"/> 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: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. 	<p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff</p> <p>Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</p> <p>Redeployed options could include: On-line instructions and support Maintenance projects, custodial work, office work without student/staff contact.</p> <p>Staff could consider all leave options as well.</p> <p>Students</p> <p>All students identified as vulnerable, either by physician or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</p> <ul style="list-style-type: none"> • Students who experience disabilities will continue to receive specially designed instructions. As per ORS 336.201 • Students with language services will continue to receive English Language Development. <p>School Nurse, counselor, sped teacher and administer will continue to address individual student needs as we previously have done per ODE guidance and state law.</p> <p>School nurse will maintain communication with parents and health care providers to determine return to school status and current needs of the student.</p> <p>Health Management Plans, Care Plans IEP's and 504's will be updated to address current health care considerations as indicated.</p> <p>School nurse and interdisciplinary team will continue to meet requirements of ADA and FAPE</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ 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. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ 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.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>Visitors/Volunteers</p> <p>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.</p>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>6ft markings will be placed on surface to assist students and staff in maintain appropriate distance. Markings on walls for one-way traffic flow will be placed in constrained spaces.</p> <p>All students will be having meal times in their classroom with stable cohorts.</p> <p>Staggering schedules are being implemented as to keep single cohorts in a hall at transitioning time for the least amount of cross contaminating.</p> <p>Plexiglass shields will be in place for individual supports such as speech and articulation as well as PT and OT services that can be done at a distance. When hands on is needed appropriate PPE's will be available and used.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> 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. <input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>Below are the identified stable cohorts to ensure capability of contact tracing.</p> <p>1) Transportation Cohort</p> <ul style="list-style-type: none"> · This is a stable group of students each day. · Stable groups can be varied by AM/PM routes · Updated contact tracing logs are required for each run of a route. <p>See Attached</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> 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. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>2) 4th – 6th Grade Classroom Cohorts</p> <ul style="list-style-type: none"> · These grade-level cohorts are maintained throughout the year and for each special area. (ie PE, Music). <p>3) Speech and Language, ELL Cohorts</p> <ul style="list-style-type: none"> · This is a stable group maintained as much as possible. <p>In the event the stable cohort is changed, SLP will need to update the contract-tracing log.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>The district/school safety committee (including the school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease.</p> <ul style="list-style-type: none"> • The district/school safety committee (including the school nurse) will develop protocols for communicating with anyone who has come into contact with a confirmed case or when a new close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. <p>The district/school safety committee (including the school nurse) will update communicable disease plan with communication protocols.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. 	<p>Screening Students:</p> <ul style="list-style-type: none"> • All classes with outside doors will utilize this entrance, the classroom teacher will conduct visual screening for appearance of symptoms. • When screening indicates that a student may be symptomatic, the student is directed to the office. • Hand sanitizer will be placed by each entrance prior to student entrance into the school and classroom, or student will utilize classroom sink to wash hands if unable to use hand sanitizer due to medical issues. • There are transportation specific screening protocols that must be followed. See section 2i for more information <p>Screening Staff:</p> <ul style="list-style-type: none"> ○ Staff are required to report when they may be exposed to COVID-19. Staff are required to report when they have symptoms related to COVID-19.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> 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. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> Staff members are not responsible for screening other staff members for symptoms. <p>Ongoing:</p> <p>Weekly note/email: Reminders to parents to report actual symptoms when calling students in sick in part of communication disease surveillance. Any students or staff known to have been exposed to COVID-19 shall not be allowed on campus until the passage of 14 days after exposure and until symptoms are recovered without the use of medication.</p> <p>Do not exclude staff or students who have a cough that is not a new onset or worsening cough (eg, asthma, allergies, etc) from school. When in question consult with school nurse.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19</p> <p>School nurse is available to contact health care provider for more information if needed, per parent approval</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> 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. <p><input type="checkbox"/> 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."</p> <p><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>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.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.</p> <p><input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p>	<p>Face shields or Face Masks are Required for:</p> <ul style="list-style-type: none"> Bus Drivers All licensed and certified staff

OHA/ODE Requirements

- Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”
 - Students should not be left alone or unsupervised;
 - Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
- [Additional guidance](#) for nurses and health staff.

Protections under the ADA or IDEA

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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.
- 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.

Hybrid/Onsite Plan

- All students
- Staff preparing and/or serving food.
- For School Nurses or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurse or supervising staff will also wear appropriate Personal Protective Equipment (ie: gown, gloves, mask and shield) when supervising an isolation room.

Face shields or clear plastic barriers for:

- Speech Language Pathologists, Speech Language Pathologist Assistants, or other adults providing articulation therapy
- Front office staff.

Students will be encouraged to wear a mask (which will be provided) but will continue to receive access to instruction if they choose not to wear one.

ADA accommodations:

Staff members that require an accommodation for the face mask/shield requirements must contact the Human Resources Office. The district will work with the students and/or staff members on an individual basis using the interactive process.

Students with existing medical conditions that do not allow them to wear face coverings will not be denied in person instruction. School staff will meet with the student and parents to develop a plan to meet the needs of the student, their peers and staff.

The school will comply with all IEP and 504 accommodations. The school will review all IEP/504 to ensure instruction is comparable to how it was established in the accommodations.

If a student who is on an IEP/504 is abstaining from wearing a face covering the school will:

- Review the IEP/504 to ensure access to instruction is comparable to the originally established plan.

The school will meet with the IEP/504 team to review the needs of the student and ensure that there is a plan in place to meet their needs to allow access to instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ 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. <p>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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 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 	<p>Isolation protocols for surveillance of COVID-19 testing of students and staff as well as exclusion protocols for sick/staff as well as tracing are in place.</p> <p>Protocol for assessing students, isolation and exclusion are in place.</p> <ul style="list-style-type: none"> • Principal has worked with Alena Davis RN, school nurse, to determine necessary modification to areas where staff/students will be isolated. • Have considered required physical arrangements to reduce risk of disease transmission. • Principal, Alena Davis RN and office staff have a plan in place for the needs of generally well students who need medication or routine treatment. <p>Designated isolation area within the school has been determined and is adequate for more than 1 student and staff supervision and symptom monitoring by the school nurse or school staff until they are able to go home.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> 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." <input type="checkbox"/> 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). <input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<p>Appropriate PPE's are determined and will be available for personnel supervising isolation room. All determined PPE's are a requirement and staff will be trained on appropriately putting on and off, as well as hand washing prior to the start of school.</p> <p>Policy is established for safely transporting anyone who is sick to their home or health care facility.</p> <p>Daily logs will be maintained containing the following:</p> <ul style="list-style-type: none"> • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: Name of student sent home for illness, cause of illness, time of onset as per designated communicable disease surveillance logs and name of students visiting the office for illness symptoms, even if not sent home as per routine health logs. <p>• Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return until</p> <ol style="list-style-type: none"> 1) The passage of 14 calendar days after exposure; and 2) Symptoms have been resolved for 72 hours without the use of medications. <p>Medical clearance by LPHA maybe required.</p> <p>Maintain all logs for review by LPHA. Policy for maintaining logs and sending to LPHA in place.</p>



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
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> 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. 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <ul style="list-style-type: none"> • No student will be dropped for non-attendance if they meet the following conditions: Students working online will check in daily to make sure they are making progress academically. • Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 • Have COVID-19 symptoms for the past 14 days

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> 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. 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <ul style="list-style-type: none"> • No student will be dropped for non-attendance if they meet the following conditions. • Are identified as vulnerable, or otherwise considered to be part of a population vulnerable, or otherwise considered to be of a population vulnerable, to infection with COVIDS-19 • Have COVIDS-19 symptoms for the past 14 days <p>Attendance will be taken daily on instructional days. Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> 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.	<p>Secretary will notify the principal when the absence rate has increased by 20% or more. The principal (or designee) will report this increase to the nurse.</p> <p>CARE Coordinator will be in contact with families to provide support if needed.</p> <p>Students who are out with COVID symptoms will be tracked in the office to ensure that they are out for the duration of time needed per health guidance.</p> <p>· COVID-19 symptoms include fever and cough, as well as shortness of breath or difficulty breathing; fever; chills; muscle ache; sore throat; and loss of taste or smell. Employees presenting these symptoms should not come to work and should monitor symptoms and contact their physician as needed.</p> <p>Employees presenting these symptoms at work should notify HR immediately and leave the work environment immediately.</p> <p>· Individuals must stay home a minimum of 72 hours after the fever is gone and other symptoms are improving.</p> <p>· If anyone who has entered IES is diagnosed with COVID-19, HR will consult with Public Health to determine cleaning procedures or possible temporary building closure. Morrow Public Health will assume responsibility for contact tracing.</p> <p>· An employee exposed to a COVID-19 confirmed case will be excluded from the work environment for 14 days from the day of contact.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ol style="list-style-type: none"> 1. Conduct family technology and connectivity survey 2. Inventory district technology and internet connectivity resources 3. Plan for technology support and replacement, including budget 4. Develop health protocols 5. Plan for deployment of all technology needs

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	<ul style="list-style-type: none"> • Handwashing: All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day. • Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. Each classroom cohort will have their own recess equipment, storage and cleaning supplies. • Events: Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<p>that allows appropriate physical distancing to be maintained throughout.</p> <ul style="list-style-type: none"> • Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. • Transitions/Hallways: Hallway traffic direction marked to show travel flow. Classroom line up: Students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups/each other. Line up areas are to be marked with visual cues to indicate adequate physical distance. • Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (refillable water bottles, school supplies, headphones/earbuds, books). If personal property is brought to school, they must be labeled prior to entering school and not shared with other students. • Restrooms: Elementary students will use the bathrooms that they are assigned per grade level.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> 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). <input type="checkbox"/> 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. <ul style="list-style-type: none"> • 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. <input type="checkbox"/> 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.	<p>Screening Students: Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the office for further evaluation.</p> <p>Screening will include updating the cohort or individual student logs. Entry All Students and Cohorts</p> <ul style="list-style-type: none"> • Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> o Staff will fill in the information and not allow a shared pen/paper. o Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and signing/sign-out. • Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. • Share with families the need to keep drop-off/pick-up interactions as brief as possible. • Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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 should be	<ul style="list-style-type: none"> • Seating: Rearrange student desks and tables to at least six feet apart; 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 frequently. Hand sanitizer and tissues will be available for use by students and staff. • Hand Washing: Students will wash hands before each meal and frequently throughout the day. • Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> Furniture: All upholstered furniture and soft seating has been removed from the school building. Classroom Procedures: All 4-6 classes will use an assigned cubby or storage spaces for individual student belongings; Middle and High school students will carry personal belongings. Shared restroom/hall passes will not be used. All shared spaces (e.g., computer lab, library, gymnasium) will be cleaned between cohort use. Seating: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> 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. Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> 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. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> Playground(s) will remain closed for public use. School will post adequate signs sharing this information with the public. <p>At that point, classes may use the playground for recess on a staggered schedule throughout the school day.</p> <ul style="list-style-type: none"> All playground structures will be disinfected daily and in between each cohort group. Playground supplies: Each cohort group will use their own Students must wash hands before and after using playground equipment. Cleaning requirements must be maintained. Recess activities will be planned to support physical distancing and maintaining stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> 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 shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. 	<ul style="list-style-type: none"> We will be serving breakfast/lunch in the classrooms Staff serving meals must wear face shields or face covering and gloves. Students and staff will wash and sanitize prior to meals being served Cleaning and sanitizing of the meal counting system between stable cohorts.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<ul style="list-style-type: none"> • Cleaning of tables between meal periods

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> 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 <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> 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. <input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input type="checkbox"/> 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). <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<p>*Bus drivers are required to use facial shields. Facial shields will be provided for drivers. Shield must be in use when stopped but can be lifted while driving. When not using face shield, the driver should be wearing an alternative face covering. Each bus driver/staff will be required to:</p> <ul style="list-style-type: none"> • Visually screen students for illness • Follow entry and screening procedures • Maintain logs for contact-tracing <p>*Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.</p> <p>*Clean and sanitize buses between cohort routes.</p> <p>*Meet 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.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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 	<p>All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>guidance) environments, including classrooms, cafeteria settings and restrooms.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> 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. <input type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. <input type="checkbox"/> 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>be cleaned between uses by different cohorts, but not less than once daily.</p> <ul style="list-style-type: none"> • Follow CDC guidelines for cleaning. • Ventilation systems will be checked and maintained monthly by maintenance staff.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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). 	<p>Nurse primary in supporting the development of this plan.</p> <ul style="list-style-type: none"> • Isolation room in each school for sick students related to COVID19 • Designated staff can implement plans. • A plan for maintaining health services for all students.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> 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.</p> <p><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> 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.</p>	<p>Staff have been trained in the SEL curriculum Conscious Discipline. Staff will be meeting with students in classes daily to focus on the social emotional health of all students during class meetings.</p> <p>Staff will be proactive in planning for behavior escalations. Appropriate staff will receive training in de-escalation strategies and procedures (CPI). When necessary staff will involve the school counselors to help students. Staff will be trained to support students in need of de-escalation and will understand the importance of maintaining a calm regulated approach. Physical distancing will be maintained by the staff member, after the interaction the staff member and student will wash their hands or use hand sanitizer.</p> <p>Staff will use components of class meetings at the beginning of each class to build routines and check-ins with students. They will focus self-regulation and skill building with students.</p> <p>In the need of a room clear due to a student who was not able to de-escalate, there will be a place for the students who cleared the room to go. Physical distancing will be maintained as best as possible. If close interaction occurs the staff will wash their hands. Staff will do everything possible to maintain physical distancing, use empathy towards the student and use appropriate intervention techniques for students who are engaging in physically aggressive behaviors.</p> <p>Staff will document and log any unexpected interactions or mixing of cohorts in the appropriate contact logs.</p> <p>Appropriate cleaning and sanitizing measures will be followed in all places.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> 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. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • 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). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: 	<p>Emergency procedures will be taught to students. Staff are trained on these emergency procedures prior to the first day of students being in the building for school.</p> <p>Fire drills will be conducted monthly. We will also conduct one other emergency procedure each month (lockdown, lockout, shelter, evacuate, hold in place, earthquake). Each drill will be reviewed and conducted twice a year in coordination with the building SRO.</p> <p>Drills will be carried out following procedures that will be used in an actual emergency. When possible, physical distancing measures will be implemented into procedures.</p> <p>All cohorts of students will participate in the same drills each month.</p> <p>Once drills are completed and students return to the building they will either wash their hands for 20 seconds with soap and water, or use hand sanitizer when entering the classroom. Exterior doors will be sanitized by custodial staff once all students have entered the building.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <ul style="list-style-type: none"> ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p><input type="checkbox"/> 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.</p> <p>Protective Physical Intervention</p> <p><input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<ul style="list-style-type: none"> ● Coordinate Communication with the Local Public Health Authority. ● If the region impacted is in the Local Public Health Authority will provide school-centered communication and will potentially host conference calls. ● Establish a specific emergency response framework with key stakeholders. ● Policy for coordinating with LPHA to communicate channels related to current transmission level. ● COVID-19 specific emergency response framework included in the Communicable Disease Plan. ● ● When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. ● LPHA Diane Kilkenny RN and school nurse Alena Davis RN are working together to provide direct reports to each other as needed.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<ul style="list-style-type: none"> Identify baseline absentee rates to determine if rates have increased by 20% or more Coordinate with the LPHA for any outbreak response. Modify, postpone, or cancel large school events as coordinated closure. with LPHA. Work with LPHA to establish timely communication with staff and similar illness) among staff or students. families. When novel viruses are identified in the school setting, and the assigned within the district. incidence is low, the local health department will provide a directive Outbreak response protocol in place. see attached <p>In the event of closure, the district will initiate a distant learning model and schedule</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> 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.	<p>*If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.</p> <p>*Plan instructional models that support all learners in comprehensive distance learning.</p> <p>*Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms and playgrounds.</p>



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 <i>Include how/why the school is currently unable to meet them</i>