



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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 Education Center  |
| Key Contact Person for this Plan   | Dr. Marie Shimer   |
| Phone Number of this Person  | 541-922-4016   |
| Email Address of this Person   | Marie.shimer@morrow.k12.or.us  |
| Sectors and position titles of those who informed the plan                                     | Betsy Shane – online teacher<br>Susie Lemmon – Head Secretary/registrar<br>Kirsten Anteau – Education assistant<br>Alena Davis – IMESD Nurse |
| Local public health office(s) or officers(s)   | Morrow County Public Health Nurse Diane Kilkenny<br>IMESD Nurse Alena Davis  |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Dr. Marie Shimer – Director of Educational Services  |
| Intended Effective Dates for this Plan   | August 31,2020 – June 10, 2021   |
| ESD Region   | InterMountain Educational Service District   |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

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/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) 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.

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 begin the year in CDL with limited in person instruction as allowed by our local county health department and county metrics.

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 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"> <li><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> </ul> | <p>Morrow County School District Communicable Disease Plan. <b>See Attached.</b></p> <p>Administration 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>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 a procedure for notifying the LPHA of any confirmed COVID-19 cases among students or staff. As well as the policy to report to the LPHA any clusters of any illness among staff or students. <b>See Attached</b></p> |

- 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.
- 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.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

Each night the custodial staff will be disinfecting high traffic areas (bathrooms, door handles, office space, etc). Teachers will spray student desks at the end of each day, students will use their individual towel to wipe it clean.

School Nurse Alena Davis RN has assembled a procedure for cooperating with our LPHA recommendation and provide all logs and information in a timely manner. **See Attached**

Administration or designated staff will be in charge of visually screening staff members.

Isolation location will be in the current health room and medication and treatments will be moved to a room in the front office. Isolation room is 141 sq. feet, with room for more than 1 student and a staff member for supervision. **See Attached for Isolation Procedure.**

Administrators and the superintendent will communicate potential COVID-19 cases to the school community and other stakeholders. Letters are established for communicating with students, parents and staff who may have become in close contact with a confirmed case. **See Attached.**

A system for each staff member of stable cohorts has been created and will be maintained by each teacher on a daily basis within the classroom. This system has been developed by the school nurse Alena Davis RN in collaboration with LPHA Diane Kilkenny RN. Procedure for recording/keeping of daily logs for a minimum of four weeks. 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. **See Attached.**

**See Attached for procedure for responding to potential outbreaks.**

### 1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <p><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.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> </ol> | <p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p><b>Staff</b></p> <p>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household. Staff will follow the district process with the Human Resources Department.</p> <ul style="list-style-type: none"> <li>● Staff could consider all leave options as well.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● All students identified as vulnerable, either by physician or parent/guardian notification, will be given alternative learning options.</li> </ul> |

|   |   |
|---|---|
| <p>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</p> <p><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:</p> <ul style="list-style-type: none"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Students who experience disabilities will continue to receive specially designed instructions. <a href="#">As per ORS 336.201</a></li> <li>● Students with language services will continue to receive English Language Development.</li> </ul> <p>School Nurse, counselor, special education teachers and administrators 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> <p><b>Visitors/Volunteers</b></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  |
|--|---|
| <p><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.</p> <p><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p> <p><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.</p> | <p>Room 1 – 900 sq ft<br/>Testing Lab – 324 sq ft<br/>Commons Area – 1160 sq ft</p> <p>6ft markings will be placed on surfaces to assist students and staff in maintaining appropriate distance. Markings on walls and floors will be placed for visual instruction of appropriate spacing.</p> <p>Staggering schedules are being implemented to maintain cohort separation and reduce/eliminate cross contaminating.</p> |

- Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

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.

#### 1d. COHORTING

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><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"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><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.</li> <li><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).</li> <li><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.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul> | <p>Below are the identified stable cohorts to ensure capability of contact tracing.</p> <ol style="list-style-type: none"> <li>1) Transportation Cohort           <ul style="list-style-type: none"> <li>• This is a stable group of students each day.</li> <li>• Stable groups can be varied by AM/PM routes</li> <li>• Updated contact tracing logs are required for each run of a route. <b>See Attached</b></li> </ul> </li> <li>2) Classroom Cohorts           <ul style="list-style-type: none"> <li>• Cohorts by teacher and grade level</li> </ul> </li> <li>3) Speech and Language, ELL Cohorts           <ul style="list-style-type: none"> <li>• This is a stable group that is maintained as much as possible.</li> </ul> </li> </ol> <p>In the event the stable cohort is changed, SLP will need to update the contract-tracing log.</p> <p><b>ELL and Special Education staff push into cohorts for service.</b></p> <ul style="list-style-type: none"> <li>• To the extent possible, students receiving support beyond core instruction will be done through consultation with core instructors</li> <li>• ELL and SPED cohorts will be established as needed by the specialist</li> </ul> <p><b>Breakfast and Lunches</b></p> <ul style="list-style-type: none"> <li>• All meals will be available in grab and go fashion</li> </ul> |

#### 1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li><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.</li> <li><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"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul> | <ul style="list-style-type: none"> <li>• 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 (<b>See communicable disease plan</b>)</li> <li>• The district/school safety committee (including the school nurse) will develop procedures 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. <b>See Attached.</b></li> </ul> <p>The district/school safety committee (including the school nurse) will update communicable disease plans with communication protocols.</p> |

#### 1f. ENTRY AND SCREENING

| OHA/ODE Requirements  | Hybrid/Onsite Plan                |
|---|-----------------------------------|
| <ul style="list-style-type: none"> <li><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</li> </ul> | <p><b>Screening Students:</b></p> |

|   |   |
|---|---|
| <p>anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● 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 <a href="#">from CDC</a>.</li> <li>● 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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><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> <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></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"> <li>○ Students will be directed to the building main entrance with staff members present, as well as each classroom teacher will conduct visual screening for appearance of symptoms.</li> <li>○ When screening indicates that a student may be symptomatic, the student is directed to the reception area. <b>*Follow established procedure from CDP (see section 1a).</b></li> <li>○ Hand sanitizer will be placed by each entrance and classroom and is required to be used upon arrival or students will utilize classroom sinks to wash hands if unable to utilize hand sanitizer due to medical issues.</li> <li>○ There are transportation specific screening procedures that must be followed. <b>See section 2i for more information</b></li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Staff members are not responsible for screening other staff members for symptoms.</li> </ul> <p><b>Ongoing:</b></p> <p>Weekly letters/emails: As 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 or until symptoms (ie fever, cough, shortness of breath, sore throat, headache) have recovered without use of medication.</p> <p><b>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 a school nurse. Exclusion of students is ultimately the discussion of the administrator of the school in collaboration with the school nurse.</b></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. School nurse Alena Davis RN may inquire of health providers records if further investigation is necessary.</p> |
|---|---|

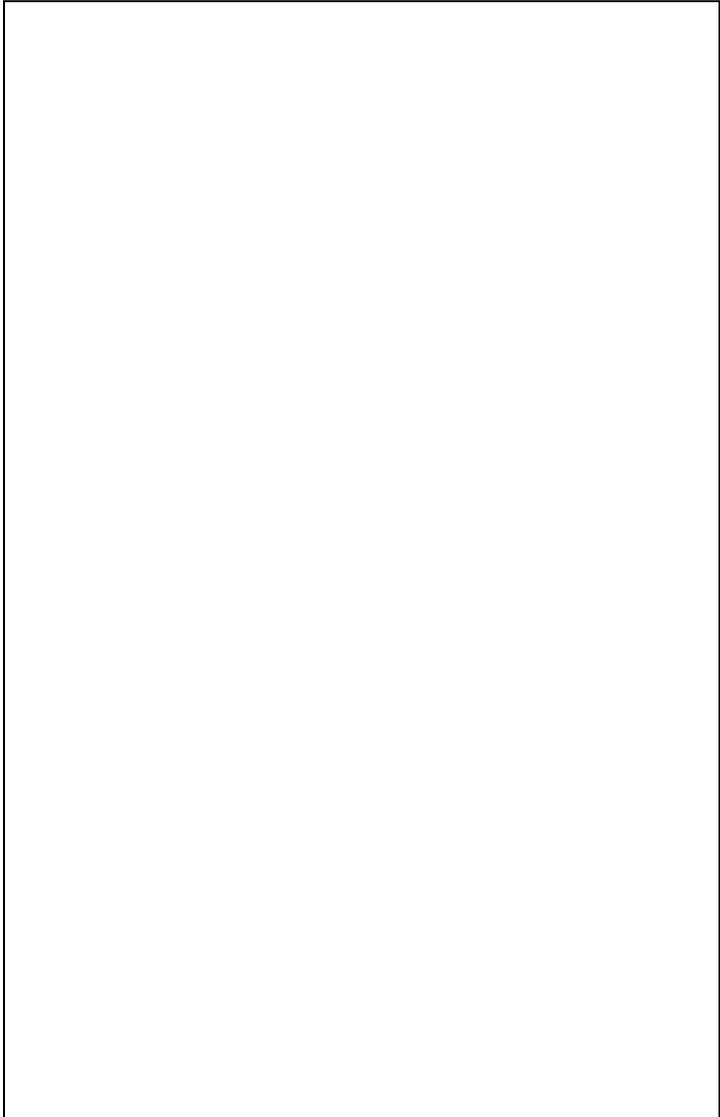
**1g. VISITORS/VOLUNTEERS**

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li><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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul> | <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 <a href="#">CDC guidelines for Face Coverings</a>. 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 <a href="#">CDC guidelines for Face Coverings</a>.</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> <ul style="list-style-type: none"> <li>● 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;”</li> <li>○ Students should not be left alone or unsupervised;</li> <li>○ 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;</li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> | <p>Face shields or Face Masks are <b>Required</b> for:</p> <ul style="list-style-type: none"> <li>● Bus Drivers</li> <li>● Staff who are regularly within six feet of students and/or other staff.</li> <li>● Staff preparing and/or serving food.</li> <li>● Students at all grade levels</li> <li>● For school nurses or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurse and staff supervising the isolation room will also wear appropriate Personal Protective Equipment (ie: gown, gloves, mask and shield) while supervising the isolation room.</li> </ul> <p>Face shields or clear plastic barriers for:</p> <ul style="list-style-type: none"> <li>● Speech Language Pathologists, Speech Language Pathologist Assistants, or other adults providing articulation therapy</li> <li>● Front office staff.</li> </ul> <p>Staff will be trained on protocols for working with students unable to wear a face covering the entire time</p> <p><b>ADA accommodations:</b><br/>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.</p> |
| <p><b>Protections under the ADA or IDEA</b></p> <p><input type="checkbox"/> 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:</p> <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● 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;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> <p><input type="checkbox"/> For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</p> <p><input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:</li> </ul> <ol style="list-style-type: none"> <li>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.</li> </ol>  | <p>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.</p> <p>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.</p> <p>If a student who is on an IEP/504 is abstaining from wearing a face covering the school will:</p> <ul style="list-style-type: none"> <li>● Review the IEP/504 to ensure access to instruction is comparable to the originally established plan.</li> </ul> <p>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.</p>   |

- 2. Placement determinations cannot be made due solely to the inability to wear a face covering.
- 3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  - 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
  - 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
    - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
    - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
  - 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.



### 1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <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.<br><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"> <li>● 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.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> | Isolation procedure for surveillance of COVID-19 testing of students and staff as well as exclusion procedure for sick/staff as well as tracing are in place. <b>See Attached</b><br>Procedure for assessing students as well as isolation and exclusion are in place. <b>See Attached.</b> <ul style="list-style-type: none"> <li>● Director has worked with Alena Davis RN, school nurse, to determine necessary modifications to areas where staff/students will be isolated.</li> <li>● Have considered required physical arrangements to reduce risk of disease transmission.</li> <li>● Director, Alena Davis RN and office staff have a plan in place for the needs of generally well students who need medication or routine treatment. This will be done in the health room located in the front office.</li> </ul> |

- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual should wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in ["Planning for COVID-19 Scenarios in Schools."](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

Designated isolation area within the school has been determined and is adequate for space and staff supervision and symptom monitoring by the school nurse or school staff until they are able to go home. Appropriate PPE's are determined and will be available for personnel supervising the isolation room. All determined PPE's are a requirement and staff will be trained on appropriately putting on and off to not contaminate supervising staff as well as hand washing prior to the start of school.

School policy for safely transporting anyone who is sick to their home or health care facility. **See Attached.**

Daily logs will be maintained containing the following:

- 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.
- 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:
  - 1) The passage of 14 calendar days after exposure; **and**
  - 2) Symptoms have been resolved for 72 hours without the use of anti-fever medications.

Maintain all logs for review by school nurse Alena Davis RN and LPHA. Policy for maintaining logs and sending to LPHA in place. **See Attached**



## 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"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><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"> <li>● The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● 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:           <ul style="list-style-type: none"> <li>○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>○ Have COVID-19 symptoms for the past 14 days</li> </ul> </li> </ul> |

|   |  |
|---|--|
| <p>first day of attendance, but not prior to the first calendar day of the school year.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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> | <ul style="list-style-type: none"> <li>○ CARE will communicate with students and families who are absent from school.</li> </ul> |
|---|--|

**2b. ATTENDANCE**

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li><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).</li> <li><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).</li> <li><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.</li> <li><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.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li>● Attendance will be taken daily for students who are in attendance in person.</li> <li>● Attendance will be taken daily following ODE guidance for students who are doing work online from alternate locations.</li> <li>● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>● Attendance secretary / Teachers will notify the administration when the absence rate has increased by 20% or more. <ul style="list-style-type: none"> <li>○ Wrap around services will be coordinated with family to ensure the student is making adequate progress.</li> </ul> </li> <li>● The Director will report this increase to the RN.</li> <li>● Teachers will use the Respiratory Surveillance spreadsheet to document students with respiratory illness.</li> </ul> |

**2c. TECHNOLOGY**

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|----------------------|--------------------|
|----------------------|--------------------|

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul> | <ul style="list-style-type: none"> <li>● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.</li> <li>● Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available.</li> <li>● All students will be given their own individual chromebook to use. <ul style="list-style-type: none"> <li>○ They will be sanitized daily upon entry into the building</li> </ul> </li> <li>● Helpdesk will be available to families, students and staff to help with technology issues.</li> </ul> |
|--|--|

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> 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.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> 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.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Handwashing:</b> Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</li> <li>● <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li>● <b>Events:</b> Field trips will be designed virtually for the school year. All schoolwide parent meetings and other large gatherings will be held in a virtual format until further notice.</li> <li>● <b>Transitions/Hallways:</b> Will be limited to one cohort in the building at a time</li> <li>● <b>Personal Property:</b> Each student 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 (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> <li>● <b>Restrooms:</b> are single use facilities. Staff will clean following each cohort time.</li> </ul> |

## 2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li>● Students will not be able to enter the building until they have been cleared.</li> <li>● Students will have staggered drop-off and pick-up times by cohort and grade level.</li> <li>● Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> <li>○ Staff will fill in the information and not allow a shared pen/paper.</li> <li>○ Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</li> </ul> </li> <li>● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>● Share with families the need to keep drop-off/pick-up interactions as brief as possible.</li> </ul> |

Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> 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.</li> <li><input type="checkbox"/> <b>Materials:</b> 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.</li> <li><input type="checkbox"/> <b>Handwashing:</b> 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 disposed of in a garbage can, then hands washed or sanitized immediately.               <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <b>Seating:</b> Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li>● <b>Materials:</b> 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.</li> <li>● <b>Hand Washing:</b> Post age appropriate signage and provide regular reminders for hand washing.</li> <li>● <b>Classroom Procedures:</b> All students will have an assigned location in their homeroom for their belongings.</li> <li>● <b>Seating:</b> Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</li> <li>● <b>Environment:</b> When possible, windows will be open in the classroom before students arrive and after students leave.</li> </ul> |

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

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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 <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul> | <ul style="list-style-type: none"> <li>● Cleaning requirements must be maintained; refer to section 3j.</li> <li>● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> <li>● 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.</li> <li>● Students will be given daily breaks within their homeroom cohort to go outside together.</li> </ul> |

## 2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Prohibit self-service buffet-style meals.</li> </ul> | <ul style="list-style-type: none"> <li>● All meals will be served in a grab and go fashion.</li> <li>● If students are eating at school it will be done at their desk.</li> </ul> |

- 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 or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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.
- Adequate cleaning and disinfection of tables between meal periods.
- 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.

- All students must wash hands prior to meals.
- Students will not share utensils or other items during meals.
- Each table/desk will be cleaned prior to meals being consumed and after.

## 2i. TRANSPORTATION

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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"> <li>● 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"> <li>○ 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.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.                   <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><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).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h</li> </ul> | <ul style="list-style-type: none"> <li>● Each bus driver will be required to:               <ul style="list-style-type: none"> <li>○ Visually screen students for illness</li> <li>○ Maintain logs for contact-tracing</li> </ul> </li> <li>● Whenever Possible each bus will have:               <ul style="list-style-type: none"> <li>○ three (3) feet of physical distance between passengers</li> <li>○ six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.</li> </ul> </li> <li>● 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.</li> <li>● Clean and sanitize buses between cohort routes.</li> <li>● 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.</li> </ul> |

of the *Ready Schools, Safe Learners* guidance to transportation settings.

## 2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><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.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul> | <ul style="list-style-type: none"> <li>● 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 be cleaned between uses.</li> <li>● Ventilation systems will be checked and maintained monthly by maintenance staff.</li> </ul> |

## 2k. HEALTH SERVICES

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><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.</li> <li><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).</li> </ul> | <ul style="list-style-type: none"> <li>● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.</li> <li>● Schools will practice appropriate communicable disease isolation and exclusion measures.</li> <li>● Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>● COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>● Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.</li> </ul> |

- Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.
- Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• 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.</li> </ul> | <p>Emergency procedures will be taught to students using the I Love You Guys plan. 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 emergency procedure drills (lockdown, lockout, shelter, evacuate, hold in place, earthquake) in coordination with the building SRO. Each drill will be reviewed beforehand with staff and students.</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> |
| <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,   |  |

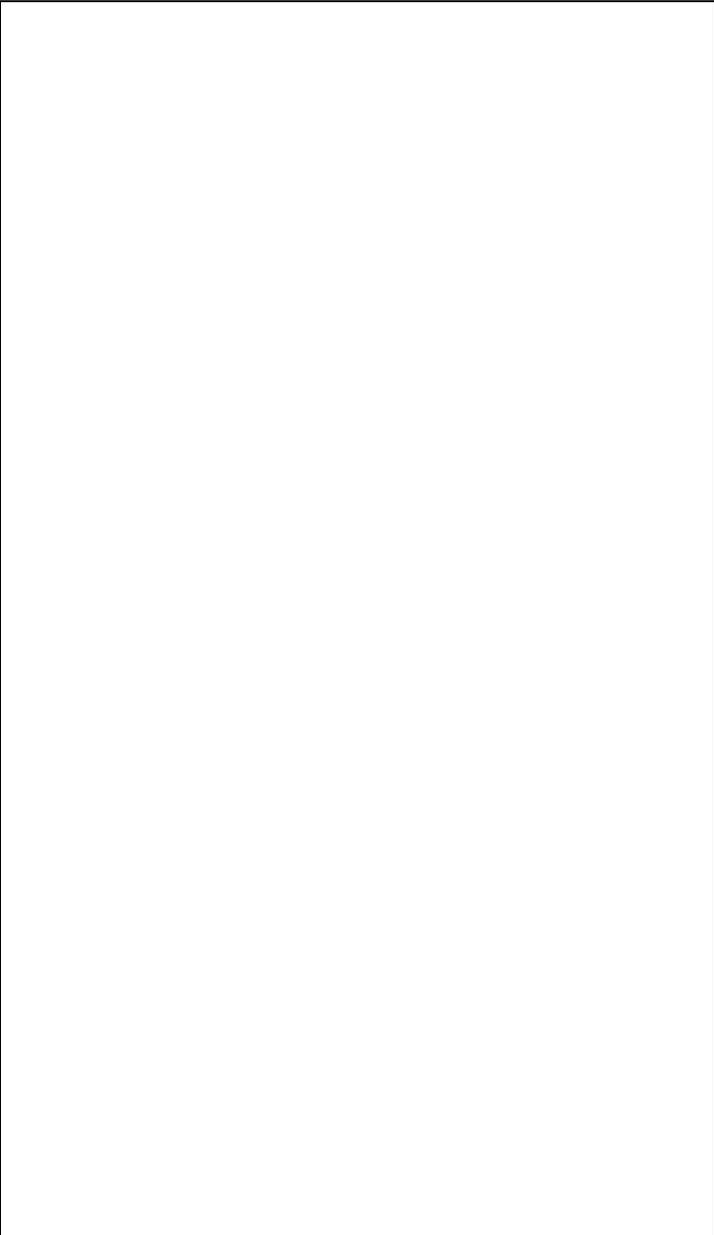
a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.

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

**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"> <li><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.</li> <li><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li><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.</li> <li><input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:               <ul style="list-style-type: none"> <li>● Student elopes from area                   <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                       <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● Student engages in behavior that requires them to be isolated from peers and results in a room clear.</li> </ul> </li> </ul> | <p>Staff will use collaborative problem solving with students. Staff will be meeting with students in classes daily to focus on the social emotional health of all students.</p> <p>Staff will be proactive in planning for behavior escalations. When necessary staff will involve the school counselors to help students. Staff will be trained to support students in need of de-escalation 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 time 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>Appropriate staff will receive training in de-escalation strategies and procedures (CPI)</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>CDC guidelines for cleaning and sanitizing measures will be followed in all spaces.</p> |

- 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.
- \*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).
- If staff need to intervene for student safety, staff should:
  - Maintain student dignity throughout and following the incident.
  - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
  - Use the least restrictive interventions possible to maintain physical safety for the student and staff
  - Wash hands after a close interaction.
  - Note the interaction on the appropriate contact log.
- \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- 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.



**Protective Physical Intervention**

- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the “<a href="#">Planning for COVID-19 Scenarios in Schools</a>” toolkit.</li> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul> | <ul style="list-style-type: none"> <li>● Coordinate communication with the Local Public Health Department (LPHD)</li> <li>● If the region impacted is in Morrow County the LPHD will provide school-centered communication and will potentially host conference calls.</li> <li>● When cases are identified in the local region, a response team should be assembled within the school district with clearly defined roles and communication structures that work in close</li> </ul> |

|  |   |
|--|---|
|  | <p>cooperation with the LHD. The main communicators between these two entities from the school district will be Erin Stocker (Human Resources), and Marie Shimer (Educational Services).</p> <ul style="list-style-type: none"> <li>• LPHD will advise on OHA guidelines for contacts, which will be to Erin Stocker or Marie Shimer</li> <li>• Identify baseline absentee rates to determine if rates have increased by 20% or more.</li> <li>• Modify, postpone, or cancel large school events as coordinated with LPHD.</li> <li>• Work with LPHD to establish timely communication with staff and families.</li> <li>• 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.</li> </ul> |
|--|---|

### 3b. RESPONSE

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.<br><input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.<br><input type="checkbox"/> Continue to provide meals for students. | <p>See District Communicable Disease Plan</p> <ul style="list-style-type: none"> <li>• In the event of a closure, the district will initiate the Distance Learning Model and schedule.</li> <li>• The district safety committee (w/school nurse) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students and families.</li> </ul> |

### 3c. RECOVERY AND REENTRY

| OHA/ODE Requirements   | Hybrid/Onsite Plan                            |
|--|---|
| <input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.<br><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.<br><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>See District Communicable Disease Plan</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<br><i>Include how/why the school is currently unable to meet them</i> |
|-----------------------------|--|
|                             |  |