



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

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	Oakridge School District
Key Contact Person for this Plan	Reta Doland
Phone Number of this Person	541-782-2813
Email Address of this Person	rdoland@oakridge.k12.or.us
Sectors and position titles of those who informed the plan	District Office <ul style="list-style-type: none">● Office of the Superintendent● Student Services: Director of Student Services● Business Office: Business Manager● Human Resources Department● Operations Department<ul style="list-style-type: none">○ Facility/Maintenance Coordinator○ First Student- Transportation○ Nutrition Services○ Technology Coordinator● Oakridge High School Principal● Oakridge Middle School Principal

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.

	<ul style="list-style-type: none"> ● Oakridge Elementary Principal ● Oakridge High School Teachers/OEA Union President ● Oakridge Elementary School Teachers ● Oakridge School District Board of Director ● Orchid Health Clinic ● Lane County Public Health
Local public health office(s) or officers(s)	Lane County Public Health Orchid Health, Oakridge Office- Sarah Scott: sarahscott@orchidhealth.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	OES- Peter Iten, Principal OJSHS- Greg Chapman, Principal District Office- Reta Doland Student Services- Dr. Chad Harrison
Intended Effective Dates for this Plan	September 8, 2020
ESD Region	Lane

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.

We collected 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 and intention to attend for 2020- 2021 school year.

The survey link was provided to all students, families and community to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized students/community groups. We provided paper copies of the surveys upon request.

We engaged our parents including traditionally underserved populations via personal phone call. This includes:

- [X] have access free and reduced lunch
- [X] identify as students of color
- [X] experience special needs
- [X] require accommodations from a 504 Plan
- [X] are emerging bilingual students

Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. Across our district, our focal students will have preference to in-person learning, and K-3 will be in person four days a week. We have discussed all students with special needs having access to 4 days a week in-person learning K-12 in all our models.

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 3-16 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. 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.

Oakridge School District #76 will start the school year online, with comprehensive distance learning for at least the first 4 weeks. This time will establish a strong foundation in remote learning for teachers, students and parents, as well as provide time for staff and families to prepare for the return to school buildings under changed protocols.

When schools transition to a hybrid on-site / online learning model, under current state requirements for health and safety it will not be possible for all students to be at school at the same time. Students will learn remotely for at least half of their school days. Moreover, the district anticipates the possibility that one or more classrooms, schools, or the district may need to return to full- time online learning at any point based on changes in public health conditions during the school year.

Building a strong foundation for high-quality remote learning will be critical to our success, both for comprehensive distance learning and a hybrid model of instruction, over the course of the school year. Establishing a strong base of effective teaching and learning online will be critical to continuing students' academic learning and supporting their social emotional wellbeing over the course of the year.

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.

The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled: "Comprehensive Distance Learning: A Companion to *Ready School, Safe Learners*." Our comprehensive distance learning model complies with all required guidelines.

One crucial requirement, 5B Infrastructure, is a top priority for the district, but is particularly challenging to meet. About 50 families are currently identified as having no internet connectivity or limited cell signal. For each of these families, district staff are doing individual consultations to determine a workable solution. Options we have available include providing mobile hotspots; and determining a convenient site where a student can access the internet while maintaining physical distancing.

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.

Oakridge School District #76 will follow the state guideposts and metrics issued on July 28, 2020 and any future adjustments. As this time, Lane County does not meet the required metrics to bring all students back in a hybrid of

on-site and online learning, and does meet requirements for on-site instruction for grades K–3.

Students in kindergarten through grade 3 have some school days on-site starting in September and early October if public health conditions continue to allow, as may certain other selected groups of students, to help them learn how to navigate new learning systems as they start school in the “exception” category. [State and County metrics](#)

On-site instruction for alternating groups of students in all grades will begin as early as the fifth week of school, starting October 5, but this could be later depending on public health conditions.

The district's operational plan will follow the district's Communicable Disease Management Plan for COVID-19 and communicable diseases procedures outlined in School Board Policies JHCC and GBEB and Administrative Rules JHCC-AR and GBEB-AR. (see 1a for links)

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.



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 spreads 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 and provide all logs and information 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. 	<ul style="list-style-type: none"> ● The Oakridge School District follows the published Communicable Disease Management Plan. ● The Oakridge School District also follows School Board Policies GBEB, JHCC and GBEB-AR/JHCC-AR ● Screening/Isolation: Visual screening of all students and staff is outlined in 1e. ● Potentially symptomatic students will be isolated following guidance outlined in 1h. ● Contact Tracing: Contract tracing logs will be kept for each student/cohort ● The Oakridge School District Outbreak Protocol is outlined in section 3a. ● The Oakridge School District follows the published Communicable Disease Management Plan. ● The Oakridge School District also follows School Board Policies GBEB, JHCC and GBEB-AR/JHCC-AR ● Screening/Isolation: Visual screening of all students and staff is outlined in 1e. ● Potentially symptomatic students will be isolated following guidance outlined in 1h.

- 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).

- Classroom square footage will be maximized to ensure 6' physical distancing and 35 sq. ft per person.
- Systematic cleaning times will be implemented building-wide.
- Screening of students will take place upon entry onto the bus and into the building. School-wide contact tracing logs will be implemented.
- The Principal is the designated contact who will establish, implement, and enforce physical distancing and other OHA guidance.
- During pre-service week from August 31 to September 3 staff will be trained in Ready Schools, Safe Learners processes and procedures.
- Students will "clean in" and "clean out" of the classroom between each transition. Day custodial services will complete systemic bathroom, classroom, office, hallway, and activity area sanitization. The schedule is based on student movement throughout the school in their cohorts' classroom to and the cafeteria.
- Students will enter the school in designated areas based on grade-level and cohort-grouping. Staff will be visually and verbally screening students. Upon entry, student tracing logs will be updated.
- The school will designate a room to host any student(s) exposed to an illness to decrease contact with others. Attention will be to maintain at minimum 35 sq. ft. per person.

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>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><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:</p> <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. <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"> ● 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. 	<p>All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff (<i>Plan includes confidential, classified, and limited teachers self identifying</i>). <u>Staff must provide verification from a medical professional and/meet any requirements set forth by the State of Oregon, in order to not report to work and provide services to students.</u> <i>FMLA/OFLA Leave Laws will apply.</i></p> <ul style="list-style-type: none"> ● Redeployed staff members will be assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options. <p>Students</p> <ul style="list-style-type: none"> ● Building teams will collaborate to support students with medical conditions that are complex, fragile or need special consideration ● Students with disabilities will continue to receive specially designed instruction per their IEP. ● Students with language services will continue to receive English Language Development. <p>Visitors/Volunteers</p>

<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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>Staff in high risk situations will be provided reasonable accommodations to return to work safely and/or may apply for applicable leave.</p> <ul style="list-style-type: none"> ● Age 65 years or older ● Cancer ● COPD (chronic obstructive pulmonary disease) ● Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies ● Immunocompromised state (weakened immune system) from solid organ transplant ● Obesity (body mass index [BMI] of 30 or higher) ● Type 2 diabetes mellitus ● Chronic kidney disease ● Sickle cell disease ● Other conditions or risk factors identified by OHA, CDC, or a licensed healthcare provider
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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 at least 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>Overall: All classrooms/teaching spaces (including communal spaces, if they are used) will be evaluated to determine how many people can be accommodated allowing 35 square feet of usable space. Signs stating room capacity will be visible in each room and common area.</p> <ul style="list-style-type: none"> • Remove extra furniture to allow seating capacity for only the allowable number of people in each classroom. • Personal items removed will not be stored on school property. • Assign seating to maximize physical distancing and minimize physical interaction. • Remove fabric-covered furniture. • Where people will need to be in line, use floor markings to demonstrate where people should stand. • Mark travel lanes in hallways (see 2d). • A monitor will be appointed in each building to monitor compliance (through re-teaching, not discipline) with social distancing and support the process of maintaining contact-tracing logs. • Schedule modifications to limit the number of students in the building (cohorting)

- If used, Stagger use of community spaces (cafeteria, gymnasium, playground).
- Staggered arrival/departure times will minimize the number of students at entrances and allow for supervision while students are physically distanced

Elementary:

- Follow overall recommendations of ODE and OHA.
- Design cohorting model to facilitate compliance with physical distancing requirements.
- Each class may be split into groups to support physical distancing, as classroom space allows, with one teacher per class responsible for overall instruction for all groups in that class.
- Music: Schedule rotations into classrooms for music instruction. Music education will be offered, but choir and band will not be available in person. This will be revisited as conditions improve.
- PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces
- Developmentally and age-appropriate lessons will be taught throughout the year to support students in maintaining physical distancing and health and safety protocols.

Special education services:

- Follow overall recommendations.
- SpEd instruction will be planned and provided by Case Manager in collaboration with the Director of Special Services.
- Itinerant Speech/Language Pathologist: one space designated for speech and language cohort groups. SLP provided face-shield.
- Review other itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.

Transportation:

- Bus transportation (see 2i)
- Walking transportation: encourage social distancing while walking to school
- Develop class rosters to have no more than 20 students with one teacher.
- Each class (K-3) will be supported by paraeducators both to provide instructional support and in order to support/encourage physical distancing.
- Two Groups will be designated by alphabetical order and/or shared space. A third group will be designated for families who wish to have their child(ren) only participate in online learning. Groups will be classified as:
 - A-Group

- B-Group.
- C-Group (online learning only)
- **A Group**-in the building Mon/Tues, online Wed/Thurs.
- **B Group**-in the building Wed,/Thur. Online Mon./Tues.
- **C Group**-All online

At each grade level:

- Teachers in the building, teaching groups A and B while in the building
- Teachers will provide teaching and learning to on-online students and the A and B students while online.

Schedules:

- PE and Music-pushing into classrooms in cohorts to offer PE and Music to students in the building; Acellus will be provided for those all online (C Group).
- SPED and other learning specialists are pushing into classrooms to support their students.
- Students stay in their classroom except for Lunch, Recess, PE, and bathroom breaks.
- Breakfast and lunch will be in the classroom
- Recess by cohorts-spaced out for cleaning.
- Transition hand cleaning times in place.

Cafeteria: Space capacity of no more than 25 students with 2 staff.

Library: Space capacity of no more than 15 students with 1 staff.

Multipurpose Room: Space capacity of no more than 25 students with 2 staff.

Gym: Space capacity of no more than 25 students with 2 staff.

PE Instruction:

- Scheduled PE classes in the gymnasium, outside, or in classrooms with cohort groups;
- Adequate time will be provided for cleaning and sanitization between groups if using common spaces. PE equipment should be grouped and used by color to facilitate efficient cleaning

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Required</p> <p><input type="checkbox"/></p>	<p>Below are the identified stable cohorts to ensure capability for contact tracing.</p>

<p>A smaller cohort size of 24-36 is recommended for public health and safety, and schools are encouraged to create and maintain even smaller sized cohorts when feasible.</p> <p><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</p> <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. <p><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.</p> <p><input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance).</p> <p><input type="checkbox"/> An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 minutes with a COVID-19 case. If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation.</p> <p><input type="checkbox"/> If a school cannot confirm that six-foot distancing was consistently maintained during the school day, all members of a stable cohort group will need to quarantine until the contact tracing process is completed. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate contact tracing.</p> <p>Recommended</p> <ul style="list-style-type: none"> ⇒ A smaller cohort size of 24-36 is recommended for public health and safety, and schools are encouraged to create and maintain even smaller sized cohorts when feasible. ⇒ When feasible, stable cohorts should remain in one classroom environment for the duration of the learning day, including lunch. ● Teachers of specific academic content areas rotate instead of students to the maximum extent possible. ● In secondary schools or settings where students require individualized schedules or elective classes, plan for ways to reduce mixing among cohorts. ⇒ Assign restrooms, classrooms, or other activity areas for the exclusive use of one or a small number of stable cohorts rather than the entire on-campus population. ⇒ When feasible, limit the number of students in the building (e.g., rotating cohorts, blended learning with established cleaning between stable cohorts) to maintain requirements for physical distancing (see section 1c). <p><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.</p> <p><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p><input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</p> <p><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p>Students will not have more than a total of 100 cohort contacts, including all adults they have contact with.</p> <p>Students will first be cohorted by family.</p> <ol style="list-style-type: none"> 1. Transportation Cohort <ul style="list-style-type: none"> ○ This is a stable group of students on Monday/Tuesday and Wednesday/Thursday, or Monday-Thursday. ○ Stable groups should be by family groupings. ○ Updated contact-tracing logs are required for each run on a route. 2. Kindergarten - 5th Grade Classroom Cohort <ul style="list-style-type: none"> ○ These grade-level cohorts are maintained throughout the year and for each special area (i.e., music, PE, recess, meal service). 3. Middle/High School Cohort <ul style="list-style-type: none"> ○ 1st Cohort by Elective ○ 2nd Cohort by Core Class (ELA, Math, Science, Social Studies, PE/Health) 1 core class per semester (5-6 week semesters per year) ○ Cohorts remain intact at semester changes
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1e. PUBLIC HEALTH COMMUNICATION

- 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.
- Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
 - The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).
- 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.
- Provide all information in languages and formats accessible to the school community.

- All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
- The Superintendent may seek confirmation and assistance from the local health officer to determine the appropriate district response when the Superintendent is notified that an employee or a student has been exposed to a reportable disease that is also a reportable disease.
- District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance.
- The Superintendent shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.
- The District's Superintendent will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan)

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 (of 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"> o Trouble breathing o Persistent pain or pressure in the chest o New confusion or inability to awaken o Bluish lips or face o 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. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready 	<p>Student:</p> <ul style="list-style-type: none"> • The classroom teacher will conduct a visual screen for the appearance of symptoms. • When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation room. Students will be monitored by a designated staff member until they are able to be transported home. • Hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. • 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 to their principal or the District Office when they may have been exposed to COVID-19. • Staff are required to report when they have symptoms related to COVID-19. • Staff members shall not be responsible for screening other staff members for symptoms. • Principals are required to report to the Superintendent and reports of exposure or symptoms of COVID-19.

Schools, Safe Learners guidance) and sent home as soon as possible.

- They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.
- 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 within the preceding 14 calendar days.
- 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.
- 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.

Ongoing:

Reminders to parents to report actual symptoms when calling school to notify that student is sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever 100.4, cough, shortness of breath, sore throat, headache) are improving.

Staff or students will not be excluded who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

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.

Screening Students: Building plans will elaborate on these principles

Arrival and drop-off times will be staggered by location and cohort.

- Students will utilize outside entrances. Each student will be assigned an entrance point
- Staff will be present at each entrance and use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms.
- For students who arrive late, the secretary or health aid will use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms.
- When the screening indicates that a student may be symptomatic, the student will be directed to the health room. *Follow established protocol from CDP (see section 1a).
- Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Students will wash/sanitize their hands prior to student entrance to classes (see 2e).
- There are transportation specific passive screening protocols that must be followed. (See section 2i)

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. <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 within the preceding 14 calendar days.	<p>NON essential Visitors/Volunteers will be unable to work in schools, or complete other activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> <p>Essential volunteers will follow all hygiene and social distancing protocols as outlined for staff. All essential visitors will be</p>

screened for symptoms upon every entry. Those showing symptoms or reporting exposure to COVID-19 will be restricted from school property for 14 days or as outlined by LCPH/OHA.

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 Face Coverings.</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines 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, the school/team must:</p> <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> <p>Protections under the ADA or IDEA</p> <p><input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to 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"> ● 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; <p><input type="checkbox"/> For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site 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"> ● 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. 	<p>Per guidance current, required PPE will be provided for school staff and students. Staff and students providing their own face coverings will ensure they are within OHA guidelines for safety.</p> <p><u>Facial Coverings are not synonymous with facemasks.</u></p> <p>Face Shields:</p> <p>Face shields are required and will be provided for:</p> <ul style="list-style-type: none"> ● Specialists (i.e. OT, SLP, PT, etc). ● Bus drivers ● Front office staff <p>Facial mask are required and will be provided for</p> <ul style="list-style-type: none"> ● Child Nutrition Program staff ● Facial coverings are required and will be provided for: All staff ● Facial coverings are required and will be provided for all children age 5 or over. ● Facial coverings should never prohibit or prevent access to instruction or activities. <p>Facial coverings are NOT recommended for:</p> <ul style="list-style-type: none"> ● Children under the age of 5; ● Children of any age should not wear a face covering: <ul style="list-style-type: none"> ○ If they have a documented medical condition that makes it difficult for them to breathe with a face covering. This would be a process the principal and SPED Director would facilitate. ○ If they experience a documented disability that prevents them from wearing a face covering; ○ They are unable to remove the face covering independently; or ○ While sleeping.

- 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 on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

- Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- 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.

Required

- 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.
- Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
- If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
 - Students 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 4 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.

1i. ISOLATION MEASURES

Required

Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.

Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.

● 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 school health staff.

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 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, asymptomatic 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 healthcare 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.

Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.

Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.

- Work with school health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.

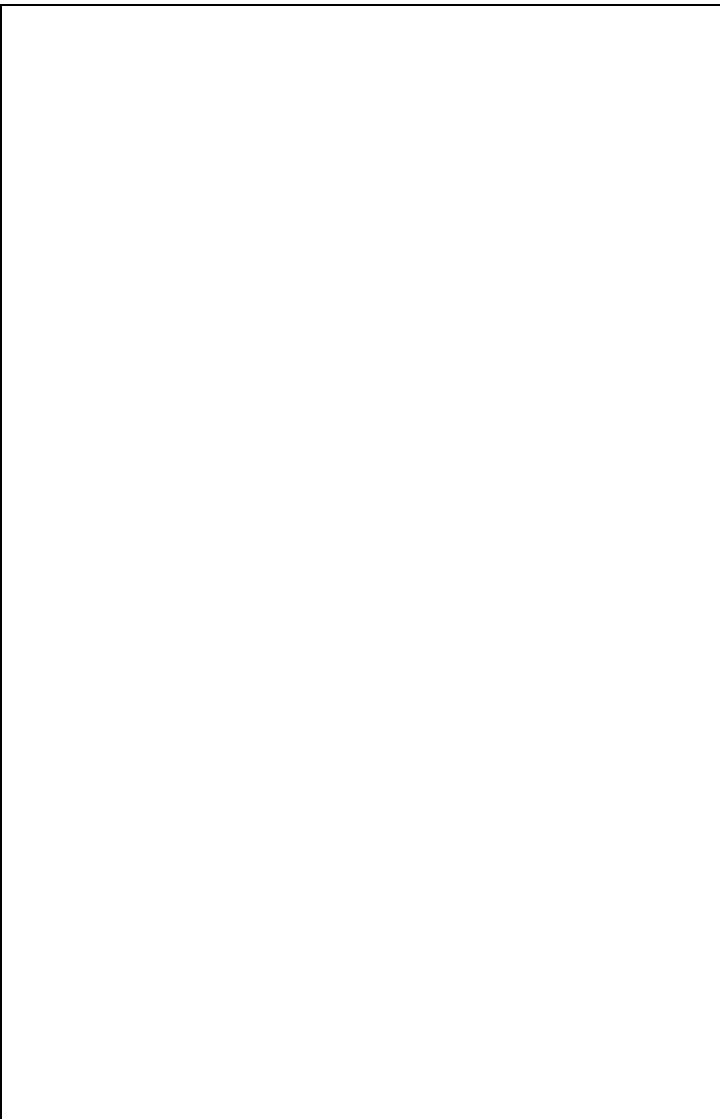
Refer to the District's [Communicable Disease Management Plan](#) for appropriate isolation determination and processes.

- Each school principal will connect weekly with the Superintendent/designee on updates for plan and isolation measures taken to that point.
- All students who become ill at school with excludable symptoms will remain at school in the designated isolation area supervised by staff until parents can pick them up. Students will be provided a disposable facial covering (if they can safely wear one). Staff will wear an N95 facial covering, gloves, disposable gown and maintain physical distancing, but never leave a child unattended.
- While exercising caution to maintain (ensure) safety when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
- Staff will maintain student confidentiality as appropriate.
- Daily logs must be maintained containing the following:
 - Name of students 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 before:
 - the passage of 14 calendar days after exposure; and
 - symptoms have been resolved for 72 hours without the use of anti-fever medications.

- 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.

Students

- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare 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.
 - Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
 - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
 - If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- Involve school nurses, Local County Health staff 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.



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 higher risk activities (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
<input type="checkbox"/> Enrollment processes support strong school operations and are needed for the financial allocations of the State School Fund. For the 2020-21 school year, the ODE plans to temporarily suspend the “10-day drop,” pending approval from the State Board of Education, with the expectation that a student will only be unenrolled when a school or district has received notice that they’ve been enrolled in another setting.	<p>All students will be enrolled following the Oregon Department of Education/Governor’s guidelines.</p> <p>No student will be dropped for non-attendance if they meet the following conditions:</p>

Required

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
 - The ADM enrollment date for a student is the first day of the student’s actual attendance.
 - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
 - If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.
 - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

Recommended

- ⇒ Set up systems to track the frequency and type of communication used to engage students and families, including beyond 10 consecutive absent days.

- 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: 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). <input type="checkbox"/> Grades 6-12: 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). <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>For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:</p>	<p>Attendance will be taken twice per week following ODE guidance.</p> <ul style="list-style-type: none"> ● Attendance at minimum, will be taken twice per week following ODE guidance. Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. ● Secretaries will notify the principal when the absence rate has increased by 20% or more. ● The principal will report this increase to the Superintendent. ● The School Secretary will use the <i>COVID Symptom Monitoring</i> spreadsheet to document students with respiratory illness.

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

Required

- Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.

Recommended

- ⇨ Build as much meaningful opportunity for student engagement into learning as possible. For example, defining attendance by merely logging on to a computer session could lead to nonengagement.
- ⇨ When implementing Hybrid and Comprehensive Distance Learning models, districts should prioritize funds toward providing access to technology and internet access for students and communities most marginalized by the system.
- ⇨ Prioritize CTE and Accelerated Learning opportunities as they are correlated with increased engagement and attendance.
- ⇨ Use positive outreach as a mechanism to build strong engagement and attendance patterns and relationships with families. Center equity in all outreach and communication efforts with parents and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. Establish that a student’s physical and emotional wellbeing is in place before engaging with the curriculum.
- ⇨ Monitor and address chronic absenteeism. See Future Ed’s Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the COVID Era for planning and recommendations.

- ⇨ Update student information systems (SIS) and early indicator and intervention systems (early warning systems) to account for changes in attendance policies.

- Design and implement a system of support that addresses barriers teachers may be facing in engaging and communicating with families.

- Create robust professional development for teachers that supports attendance taking data and engagement strategies.

- Provide equitable resources to teachers and staff that may help them remove barriers and engage with their students more frequently.

- ⇨ Engage with community based organizations, community partners, and other entities to provide access to resources and create a community-based system of support.

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2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> 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. <ul style="list-style-type: none"> ⇨ Establish a policy to encourage the use of technology to access telehealth service for students, families, and staff. ⇨ Provide students with instruction and resources on digital citizenship and best ways to navigate online environments safely. 	<ul style="list-style-type: none"> ● Devices will be cleaned and sanitized when brought in for updates, repair, return, inventory, or redistribution. ● The learning management system will 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. ● Collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ● Provided students and families facing technology challenges with solutions through various platforms and methods. ● Plan for adequate technology at home for off-site working, teaching, and learning. ● Review technology policies and data privacy and security policies; update if needed. ● Establish technical support to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <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 	<ul style="list-style-type: none"> ● Hand Washing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. ● Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● Events: Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format. ● Transitions/Hallways: Hallway traffic direction marked to

personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.

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.
- 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 (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 not shared with other students.
- **Restrooms:** Each cohort will have designated restroom schedules alleviating waiting and large groups.
- Restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 <i>Ready Schools, Safe Learners</i> 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 hand sanitizer 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. 	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 disposed of in a garbage can, then hands washed or sanitized immediately. <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"> ● Seating: Seating: Student desks and tables will be rearranged to at least six feet apart; assign seating so students are in the same seat at all times. ● Materials: Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). <ul style="list-style-type: none"> ○ Each student will have individual baggies with school supplies for their use, whenever possible. ○ If needed to share, these items will be cleaned frequently. ○ Hand sanitizer and tissues will be available for use by students and staff.

- **Handwashing:** Hand Washing: Appropriate signage will be posted and staff will provide regular reminders for hand washing.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 Specific Guidance for Outdoor Recreation Organizations). <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. <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. <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 CDC guidance. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> ● Playgrounds will remain closed to the public. ● Schools will post adequate signs sharing this information with the public. Classes may be assigned on a rotation to: <ul style="list-style-type: none"> ○ the playground for recess on a staggered schedule throughout the school day ○ the gym for recess when available on a staggered schedule throughout the school day ○ the grass field when available on a staggered scheduled throughout the school day ● All playground equipment will be disinfected daily and in between each cohort group. ● Students must wash hands before and after using playground equipment. ● Cleaning requirements must be maintained; refer to section 3j. ● 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. ● 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.

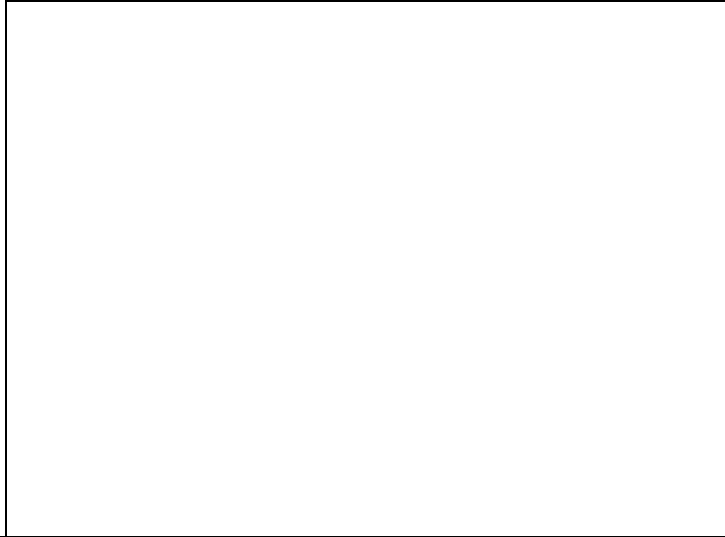
2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> 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. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <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. Prohibit self-service buffet-style meals. <ul style="list-style-type: none"> <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical 	<ul style="list-style-type: none"> ● Staff serving meals will wear face coverings. ● Cafeteria staff will deliver meals to that classroom. ● Breakfast will be consumed in the classroom; lunch will be consumed in the classroom or cafeteria. ● All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior and after meals being consumed.

distance from others, and must put face coverings back on after finishing the meal or snack.

Recommended

- ✦ Determine alternate locations (e.g., classrooms, outdoors) for eating meals.
- ✦ Stagger meal times.
- ✦ Restrict access to vending machines.
- ✦ Limit use of communal serving utensils.
- ✦ Establish non-contact payment methods.
- ✦ Coordinate meal service with distribution of materials and connections with families.
- ✦ Coordinate resources to offer meal services irrespective of instructional model, including:
 - Delivery of meals,
 - Staff availability and staff safety,
 - Face covering,
 - Meal packing supplies, and
 - Equipment/signage to support physical distancing.



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 can 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. ● 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. <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ● Each bus driver will be required to wear a face shield or approved facial mask. ● Each bus driver will be required to: <ul style="list-style-type: none"> ○ Visually screen students for illness ○ Maintain logs for contact-tracing ● Each bus will have: <ul style="list-style-type: none"> ○ Three (3) feet of physical distance between passengers (unless students share the same address). ○ Six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement through education on expectations. ● 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. ● Clean and sanitize buses between cohort routes. ● 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. ● Students will scan in/out while boarding and departing the bus, as a means for contract tracing and monitoring of attendance.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <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. <ul style="list-style-type: none"> <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"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. <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"/> Air circulation and filtration are helpful factors in reducing airborne viruses. 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). 	<ul style="list-style-type: none"> ● All frequently touched places (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned frequently throughout the day. ● Ventilation systems will be checked and maintained monthly by maintenance staff. MERV 13 filters are installed in all heating/ventilation systems and will be changed 3 times per year by FM Sheet Metal. ● Ongoing communication will be provided by custodial cleaning activities each day/night. <ul style="list-style-type: none"> ○ For record keeping, monitoring, and collaboration, multiple stakeholders will be included in communication.
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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>Recommended</p> <ul style="list-style-type: none"> ⇨ School based health centers and community based health programs may be able to provide telehealth and COVID-19 testing services. Oregon’s certified SBHCs may serve as resources for students and community members for services such as: <ul style="list-style-type: none"> ● Somatic health care ● Mental health/behavioral health services 	<ul style="list-style-type: none"> ● 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. ● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated. ● Review of 504 and IEP accommodations and IHP’s will be advised to address vulnerable populations. ● 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.

- Urgent care services
- Dental and vision services
- Immunizations
- ⇨ SBHCs, community based health centers, and their medical providers may serve as a resource to the schools in understanding and implementing updated practices.
- ⇨ Preventative health screening typically offered in schools may continue, with staff and students taking necessary safety precautions and in accordance with this guidance (E.g. dental screenings, vision screenings, height, weight screenings may be possible under the guidance). Note: screenings can only be conducted by the screening or health services program staff.
- ⇨ Dental screenings and preventive dental services may be provided on school or school district premises if a licensed dental provider provides the services and follows OHA's "Guidance on Resumption of Dental Services in School Settings and Guidance for Certified School Dental Sealant Programs During the COVID-19 Pandemic."
- ⇨ Establish a policy to encourage the use of technology to access telehealth services for students, families, and staff.

- 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"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the "household" or "family unit" applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <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. 	Does Not APPLY

2M. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
Required <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. <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. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a 	<p>Individual schools will develop plans for emergency drills and staff and student education that comply with all OHA/ODE requirements.</p> <p>For safety and security of our staff and students specific evacuation plans and procedures will not be shared publicly.</p>

year.

- Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.

- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.

- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.

- Drills should not be practiced unless they can be practiced correctly. □ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.

- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).

- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

- Fire drills must be conducted monthly.

Recommended

- ⇨ Work with local emergency personnel to request what modifications to scheduled drills can be made to limit frequency in a pandemic year.

- ⇨ Pay attention to the social-emotional impact safety drills; talk to students ahead of time and debrief afterwards.

- ⇨ Communicate with families about upcoming safety drills (without giving specific times and dates) and after the safety drill so that families can prepare for, process, and review drills at home.

- ⇨ Provide hand sanitizer after going out through the doors and after coming back into the building, while conducting a drill.

- ⇨ Work with local emergency personnel to review evacuation routes and class evacuation spots to ensure as much physical distancing as possible. This may include identifying additional routes to allow social distancing between cohorts of students during an evacuation.

- ⇨ For schools using Comprehensive Distance Learning or a hybrid model, consider a virtual fire drill with families to practice home evacuation drills. Safety planning involving students in a virtual classroom might include having teachers asking students who they would call in case of an emergency. They could discuss where they planned to drop, cover, and hold on. As an assignment, teachers might suggest that students and their families develop an emergency contact list and post the list on the refrigerator.

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

OHA/ODE Requirements	Hybrid/Onsite Plan				
<p>Proactive planning will assist schools and educators when students present new or challenging behaviors during in-person instruction under the public health and safety protocols in this guidance. School teams should consider a wide range of plans and tools when providing support and instruction for expected behaviors and consistent self-regulation to ensure health and safety requirements continue to be met.</p> <p>Required</p> <ul style="list-style-type: none"> □ Utilize the components of Collaborative Problem Solving⁶ or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. 	<p>Special Education staff and Director will develop specific protocols for students in specific buildings that comply with all OHA/ODE requirements. Staff will be trained on the protocols and procedures. Using the below example from ODE.</p> <table border="1" data-bbox="824 1738 1508 1942"> <thead> <tr> <th data-bbox="824 1738 1031 1822">Scenario</th> <th data-bbox="1037 1738 1508 1822">Public Health and Safety Response due to COVID-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="824 1831 1031 1942">Student elopes from area</td> <td data-bbox="1037 1831 1508 1942"> If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal </td> </tr> </tbody> </table>	Scenario	Public Health and Safety Response due to COVID-19	Student elopes from area	If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal
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<p><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><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.</p> <p><input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <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>Recommended</p> <p>⇒ Anticipate and counsel both staff and students about stress reactions. Emotional distress is common in the context of uncertain and potentially life-threatening situations, such as outbreaks.</p> <p>○ A good first step for mitigating your students' stress is to acknowledge that it exists and help normalize it ("I see that you're stressed, and that's understandable. Many people are feeling this way right now. Can you help me understand what's hard right now? How can I help you?")</p> <p>○ Teach students to recognize the signs of distress, including worry, fear, insomnia, difficulty concentrating, interpersonal problems, avoiding certain situations at work or in daily living, and unexplained physical symptoms. This will help them become more aware of the state of their mental health and head off distress before it becomes harder to manage.</p> <p>○ Discuss, train and model strategies to reduce distress, which can include:</p>	<table border="1"> <tr> <td data-bbox="808 130 1029 541"></td> <td data-bbox="1029 130 1528 541"> <p>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.</p> <ul style="list-style-type: none"> ● 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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> </td> </tr> <tr> <td data-bbox="808 541 1029 989"> <p>Student engages in behavior that requires them to be isolated from peers and results in a room clear.</p> </td> <td data-bbox="1029 541 1528 989"> <p>If students leave the classroom:</p> <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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> </td> </tr> <tr> <td data-bbox="808 989 1029 1587"> <p>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).</p> </td> <td data-bbox="1029 989 1528 1587"> <p>If staff need to intervene for student safety, staff should:</p> <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. 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3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<p>Coordinate Communication with the Local Public Health Authority.</p> <ul style="list-style-type: none"> ● The Local Health Department, Lane County Health Department (LHD) will provide school-centered

- Establish a specific emergency response framework with key stakeholders.
- When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.

communication and will potentially host conference calls.

- When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district.
- Identify baseline absentee rates to determine if rates have increased significantly..
- Temporarily dismiss students attending childcare facilities, K12 schools.
- Modify, postpone, or cancel large school events as coordinated with LHD.
- Work with LHD to establish timely communication with staff and families
- When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the District office on a confirmed case. The LPHA will impose restrictions on contacts.
- 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.
- Vending machines, water fountains,etc (e.g.,contact dependent functions) will be turned off or removed, to prevent exposure or the spread of the novel virus.
- Students will bring filled water bottles marked with their name.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> ● Determination if exposures have occurred ● Cleaning and disinfection guidance ● Possible classroom or program closure <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<p>Follow the Communicable Disease School Communication Guide</p> <ul style="list-style-type: none"> ● Identify baseline absentee rates to determine if the rates have increased by 15%. ● Temporarily dismiss students attending Pre School and k12 schools. ● Modify, postpone, or cancel large school events as coordinated with LPHA. ● Work with LPHA to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the LCPH will provide a direct report to the district nurse on the diagnosed case. Likewise the LCPH will impose restrictions on contacts ● In the event of a closure, the District will implement a comprehensive Distance Learning Plan and schedule. ● Clear communication will be provided for resuming on-site instruction with relevant timelines for staff, students, and families.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. 	<p>See District’s Communicable Disease Plan.</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.
- Communicate with families about options and efforts to support returning to On-Site instruction.
- Follow the LPHA guidance to begin bringing students back into On-Site instruction.
 - Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

- 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.
- Plan instructional models that support all learners in comprehensive distance learning.
- Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms

Distance Learning

Comprehensive distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model as needs dictate.

In the event of school closure, all students and staff will participate in distance learning temporarily. The District will coordinate with Lane County Public Health to provide guidance on cleaning, sanitizing, and disinfecting surfaces. The District in coordination with OHS/LCPPA will provide guidance on the return of students and staff to on-site instruction.



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. This section does not apply to private schools.

- X We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- X We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. 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

Principles in Action

Oakridge School District recognizes the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and

focused support to students and staff from these communities. When possible through “Exceptions” these students will engage in learning in person. Through a Comprehensive distance model learning for these students will be monitored and supported closely.

Requirements:

- ☑ Review and apply the District’s equity stance principles, and/or commitment.
- ☑ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.



5. Instruction

- ☑ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23206 (*pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences*).
- ☑ For students not attending in-person through the On-Site Instructional Model, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.
 - Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher. The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning will support Acellus Online Learning accomplished asynchronously through Schoology learning management system, teacher-produced videos, or learning packets, each being structured to create strong learning progression based on articulated learning standards.
 - Synchronous opportunities, either on-site or offsite, will be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.
 - Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
 - Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. Homework assignments are not considered as instructional minutes.
- ☑ Each school will communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students.
- ☑ For students not attending in-person through the On-Site instructional model, each teacher will provide designated “office hours” to ensure consistency and access to students and families. “Office hours” indicate when each teacher will be accessible (online or via telephone) for consultation.

- ☑ For students not attending in person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers through google meet and google classroom.

On-Site Instructional Model: All students have access to in-person instruction in accordance with public health requirements. This model would be closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-covid models of delivery while meeting instructional time requirements.

Requirements

- ☑ **Includes access to nutrition/meal service for all students, including students not on-site.**
- ☑ All plans and practices will ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☑ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Hybrid Models: In a Hybrid instructional model, some instruction is in-person and some instruction is provided off-site through Acellus Online Curriculum, Schoology, and live streamed teacher instruction, in order to honor student and staff safety while meeting instructional hours requirements. Hybrid instructional models will include plans for all sections of Comprehensive Distance Learning. Hybrid instructional models allow Oakridge to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Courses and students who need on site support will be prioritized for on-site learning activities and support. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. An OnSite instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format.

Additional information will be provided on Hybrid models for schools without digital access in the August 2020 update.

Requirements:

- ☑ Plans and practices will ensure student engagement/participation, mental, social, and emotional health supports, curriculum is aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG) and Specially Designed Instruction.
- ☑ Oakridge SD will provide access to nutrition/meal service for all students, including students not on-site.
- ☑ We will work with families to develop plans for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.

- Consideration to include these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections will be paramount.

Comprehensive Distance Learning Model:

Comprehensive Distance learning will be used when it is not possible to hold school on site due to COVID-19 outbreaks. Oakridge will provide off-site or remote learning in 2020-21 that is robust and rigorous. This will include Acellus Online Curriculum Teacher directed learning through Google Meet, Google Classroom, and live streaming.

Requirements:

- ☑ Plans and practices will ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☑ Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) will receive the majority of services in a synchronous manner.

See the Comprehensive Distance Learning Requirement Overview for a full list of requirements for CDL.

Short-Term Distance Learning Short-Term Distance Learning, while not ideal, may become a reality upon a COVID-19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, we have a plan for Short-Term Distance Learning (2 weeks maximum), in the event of an outbreak that may impact a classroom, a section of a school, a school, or an entire district.

Instructional Considerations We will focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement.

Curriculum and Instruction

Required

- ☑ Instruction will focus on prioritized essential academic content standards in each content area.
- ☑ Oakridge will provide access to a well-rounded education within the parameters given for operation during outbreaks.
- ☑ Consistent and timely student feedback and documented assessment of learning toward state content standards will be provided and in place. We will leverage learning through formative assessment data.
- ☑ Time will be allocated for check-ins (Social Emotional Learning), peer interactions and to develop classroom culture.

Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only

Requirements:

- ☑ Develop and implement an equitable grading policy.
- ☑ Progress-monitor student learning, especially for younger and struggling students.
- ☑ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- ☑ Regularly report progress to students and families, in alignment with Division 22 requirements.
- ☑ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

Safeguarding Student Opportunity Clause Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The safeguarding student opportunity clause attempts to mitigate negative impacts to a student's learning pathway, or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic.

Requirements:

- ☑ Each student is guaranteed a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.
- ☑ Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes; progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities.
- ☑ Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019- 20 school year).
- ☑ Develop a Credit-Earning Assurance Plan with students and families by the end of September 2020, for any student who has received “incomplete(s) or the local equivalent during the final term of the 2019-2020 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.
- ☑ Hold students who received an “Incomplete” (or local equivalent) during the final term of the 2019-2020 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.

Instructional and Extra-Curricular Activities Requiring Additional Considerations:

Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness.

Whenever possible we will continue to offer options for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning.

Opportunities to engage students in active learning often requires hands-on, interactive and physical activities. Whenever possible small cohorts will be scheduled to conduct in person laboratory activities, career and technical education (CTE) activities, band, choir, theater, physical education and to protect staff and students.

Required

- ☑ For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made. Plans for any such experiences will develop following required social distancing, etc and will be submitted in writing and approved by the Superintendent prior to implementation.
- ☑ Schools must adhere to the most recent requirements of physical distancing and face covering requirements while administering courses and programs with special considerations.
- ☑ Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.



6. Family, Community, Engagement

Partnership in Planning

Ongoing engagement among students, families and communities is critical to planning for a successful school year and to make shifts in the school year as COVID-19 may dictate. Parent input and feedback will be sought throughout the school year.

Consultation with tribal organizations will be coordinated through the Lane Educational Service District. This input is important as we develop our plan.

Local Head Start and Early Childhood Cares programs will be consulted on planning and throughout the school year as our plans unfold.

Communication

Required

Communication of any information related to reentry for the 2020-21 school year will be provided in languages that are representative of our community. This includes the operations Blueprint and instructional models for learning.

All communication will be Posted to the school and district website, facebook pages, our app., and mailed to families. Notification to all families and early learning partners will take place before the start of school.



7. Mental, Social, and Emotional Health

Planning

- Mental, Social and Emotional wellness will be served by;
- Continuing lessons and support through school counselors and staff delivering adopted curriculum lessons
- HOOTs Staff will provide lessons and individual support for students grades 8-12
- Ophilia's Place will provide onsite and distance support for students in grades 6-12
- In addition, a school based health center with a full time Mental Health Professional is due to open in early February 2021.
- Oakridge School District is a member of the Lane ESD Crisis Support Team and may request support as needed.

Provide Resources for Staff, Students and Community:

Familiarize staff with Lines for Life remote suicide risk assessment and safety planning services for schools 503- 575-3760

Familiarize staff, students, and community of SAFE SCHOOLS <https://www.safeoregon.com/>

Provide call in number for HOOTs.



8. Staffing and Personnel

Supports

Requirements:

- Support school personnel who meet criteria for high-risk populations (see section 1b).
- Develop protocols for communicating possible COVID-19 exposure to staff.

Public Health Training

Requirements:

- Review the Operational Blueprint for Reentry with all staff.

- ☑ Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry.
 - Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements.
 - Train all staff on how to access ODE/OHA updates and review requirements.
 - Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions.
 - Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.

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>