



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION  |   |
|--|---|
| Name of School, District or Program  | Elgin School District   |
| Key Contact Person for this Plan   | Dianne L Greif  |
| Phone Number of this Person  | 541-437-1211  |
| Email Address of this Person   | <a href="mailto:Dianne.greif@elginsd.org">Dianne.greif@elginsd.org</a>      |
| Sectors and position titles of those who informed the plan                                     | Superintendent, Principal, Nurse, Transportation Contractor, teaching staff |
| Local public health office(s) or officers(s)   |   |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Dianne Greif<br>Thomas Sorensen   |
| Intended Effective Dates for this Plan   | August 24 <sup>th</sup> , 2020-June 3 <sup>rd</sup> , 2021                  |
| ESD Region   | IMESD   |

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.

The District is collecting survey data regarding Distance Learning for All frustrations and successes. We will also ask questions concerning technology needs, availability, learning platforms and the learning structure preferences from our parents and students.

The survey link will be provided to all students, families and staff members to ensure effective representation/survey data from all impacted groups including our traditionally underserved.

We will provide paper and pencil copies of the survey upon request.

<sup>1</sup> For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

<sup>2</sup> For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

<sup>3</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 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.

N/A

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

N/A

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.

N/A

*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"><li><input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li><li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li><li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li><li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li><li><input checked="" type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the</li></ul> | <p>Elgin will work with the schools contracted nurse and Intermountain ESD to update our Communicable Disease Management Plan as needs arise.</p> <p>Have developed a reopening plan, checklist and individual log for screening staff, students and visitors when necessary.</p> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <p>training virtually, or, if in-person, ensure physical distancing is maintained.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> <li>• 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul> |                    |

#### 1b. HIGH-RISK POPULATIONS

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| <ul style="list-style-type: none"> <li><input checked="" 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.</li> </ul> | <p><b>Staff</b></p> <p><i>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</i></p> <ul style="list-style-type: none"> <li>• Redeployment options could include: <ul style="list-style-type: none"> <li>○ On-line instruction and support (delivered from home or school)</li> <li>○ Maintenance projects, custodial work, office work without student/staff contact</li> </ul> </li> <li>• Staff could consider all leave options as well.</li> </ul> |
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#### Medically Fragile, Complex and Nursing-Dependent Student Requirements

- ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:

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| <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul> | <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician, or parent/guardian notification, may be enrolled in online instruction with weekly check-ins or served in an alternate location.</li> <li>• Students who experience disability will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive English Language Development.</li> </ul> <p><b>Visitors/Volunteers</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Partners</b></p> <ul style="list-style-type: none"> <li>• Deena Reed- Nurse</li> <li>• Carrie Brogoitti- Union County Health Authority</li> </ul> |
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#### 1c. PHYSICAL DISTANCING

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <p>☒ 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.</p> | <p><b>Capacity for Elementary School Settings:</b></p> <ul style="list-style-type: none"> <li>• <b>Cafeteria</b> Primary location: 1935 usable ft<sup>2</sup>: no more than 55 people</li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li>☒ 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.</li> <li>☒ 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).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Gym 4911ft<sup>2</sup>:</b> No more than 177 people</li> <li>• <b>Classrooms/Library/Computer Lab:</b> each measured individually</li> <li>• <b>Preschool Classroom:</b> 1,092 usable ft<sup>2</sup>: no more than 30 people</li> </ul> <p><b>Capacity for Middle/High School Settings:</b></p> <ul style="list-style-type: none"> <li>• <b>Gym 6,219 ft<sup>2</sup>:</b> No more than 132 people</li> <li>• <b>Boys' Locker Room:</b> 484 usable ft<sup>2</sup>: no more than 14 people</li> <li>• <b>Girls' Locker Room:</b> 506 usable ft<sup>2</sup>: no more than 14 people</li> <li>• <b>MS/HS Standard Classroom 820 ft<sup>2</sup></b> No more than 21 people</li> <li>• <b>Science:</b> 1024 usable ft<sup>2</sup>: no more than 29 people w/sinks</li> </ul> <p><b>Student Population By Level and Grade</b></p> <p><u>Elementary: 90 (rounded up)</u><br/> <b>Pre-Kindergarten:</b> (cap at 30 total – 15 per class)<br/> <b>Kindergarten:</b> 31 Current anticipated enrollment<br/> <b>1st grade:</b> 38 9 over square footage allowed<br/> <b>2nd grade:</b> 29 6 under square footage allowed<br/> <b>3rd grade:</b> 39 10 over available square footage<br/> <b>4th grade:</b> 36 5 over available square footage<br/> <b>5th grade:</b> 29 2 over square footage available<br/> <b>6th grade:</b> 30 3 over square footage available</p> <p>We do have some numbers who have requested home schooling already for the upcoming year. Those have not yet been figured into these grade level numbers for planning purposes.</p> <p><u>MS (combined for all classes): 25 (rounded up)</u><br/> <b>7th grade:</b> 35<br/> <b>8th grade:</b> 33</p> <p><u>HS: 50 (rounded up)</u><br/> <b>9th grade:</b> 33<br/> <b>10th grade:</b> 31<br/> <b>11th grade:</b> 25<br/> <b>12th grade:</b> 26</p> |

#### 1d. COHORTING

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> </ul> | <p>Tracking attendance carefully within cohorts will be critical to support contact tracing.</p> <p><b>1) Transportation Cohort</b></p> <ul style="list-style-type: none"> <li>• This is a stable group of students each day.</li> <li>• Stable groups can be varied by AM/PM routes.</li> <li>• Updated contact-tracing logs are required for each run of a route.</li> </ul> <p><b>2) Kindergarten - 6<sup>th</sup> Grade Classroom Cohorts</b><br/> These grade band cohorts (i.e., Pre-Kindergarten, Kindergarten, Grades 1 and 2, Grades 3 and 4, Grades 5 and 6) are maintained throughout the year and for each special area (i.e., art, PE).</p> |

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li>☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul> | <ul style="list-style-type: none"> <li>• PE as a cohort</li> <li>• Art as a cohort</li> <li>• Recess/Library as cohort</li> </ul> <p><b>3) Speech and Language Cohort (Itinerant staff)</b></p> <ul style="list-style-type: none"> <li>• This stable group is maintained as much as possible. Note* In the event the stable cohort is changed, the SLP will need to update the contact-tracing log.</li> </ul> <p><b>4) Title and Special Education staff push into cohorts for service.</b></p> <ul style="list-style-type: none"> <li>• To the extent possible, students receiving supports beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their grade band cohort. <ul style="list-style-type: none"> <li>○ When student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements.</li> </ul> </li> </ul> <p><b>5) 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade Classroom Cohorts</b></p> <ul style="list-style-type: none"> <li>• Humanities</li> <li>• STEM</li> <li>• Elective</li> <li>• Required</li> <li>• This stable group is maintained as much as possible.</li> </ul> <p><b>High School Instructional Cohorts</b></p> <ul style="list-style-type: none"> <li>• Humanities</li> <li>• STEM</li> <li>• Elective</li> <li>• Required and/or</li> <li>• 9<sup>th</sup>/10<sup>th</sup></li> <li>• 11<sup>th</sup>/12<sup>th</sup></li> </ul> <p><b>Middle School Lunch Cohorts</b></p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade to eat in assigned location</li> <li>• 8<sup>th</sup> Grade will eat lunch in assigned location</li> <li>• Students will be served from the food serving area by cohort, with cleaning between cohorts.</li> </ul> <p><b>High School Lunch Cohorts</b></p> <ul style="list-style-type: none"> <li>• All students will have lunch at the same time</li> <li>• Grades 11/12: Eat in assigned location (1 adult to monitor) <ul style="list-style-type: none"> <li>○ Served first as a cohort, then move to assigned location</li> <li>○ Serving area cleaned after students are served</li> </ul> </li> <li>• Grades 9/10: Eat in assigned location (1 adult to monitor) <ul style="list-style-type: none"> <li>○ Served after area is cleaned following 11/12</li> </ul> </li> <li>• Cohorts will be maintained by physical distancing even in break period after lunch (9/10 on one end of gymnasium, 11/12 on other end of gymnasium or in separate gymnasiums depending on weather and need.</li> </ul> |

#### 1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a Return-to-Work protocol</li> </ul> |

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p>infection control measures that are being implemented to prevent spread of disease.</p> <ul style="list-style-type: none"> <li>Consider sharing school protocols themselves.</li> </ul> <p>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <ul style="list-style-type: none"> <li>Consult with your LPHA on what meets the definition of “close contact.”</li> </ul> <p>☒ 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.</p> <p>☒ Provide all information in languages and formats accessible to the school community.</p> | <ul style="list-style-type: none"> <li>Letter to staff</li> <li>Letter to families</li> <li>Share Protocols on Website</li> </ul> |

#### 1f. ENTRY AND SCREENING

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> <li>Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>Trouble breathing</li> <li>Persistent pain or pressure in the chest</li> <li>New confusion or inability to awaken</li> <li>Bluish lips or face</li> <li>Other severe symptoms</li> </ul> </li> </ul> <p>☒ 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.</p> <ul style="list-style-type: none"> <li>Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p>☒ 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.</p> <p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> | <p><b>Screening Students:</b><br/>Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p><b>Entry</b><br/><b>Elementary School</b></p> <ul style="list-style-type: none"> <li>Students enter from assigned entry to classroom doors. <ul style="list-style-type: none"> <li>Students will wash hands in classroom upon entry and prior to going to breakfast</li> </ul> </li> <li>Students travel by cohort to the cafeteria for breakfast. Cohorts eat breakfast on a staggered schedule, with each cohort eating breakfast in assigned area. Cleaning tables, surfaces, etc between cohorts.</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>Middle school students will depart the bus or drop off area and go directly to homerooms by assigned entry door. <ul style="list-style-type: none"> <li>Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>Students shall sanitize hands before entering campus.</li> </ul> </li> <li>Students wash hands before going to get breakfast.</li> <li>Students travel as a cohort to get breakfast, then go to 1st period class as a cohort.</li> </ul> <p><b>High School</b><br/><b>Grade 9/10 Cohort</b></p> <ul style="list-style-type: none"> <li>Grade 9/10 cohort will depart the bus or drop off area and go directly to homerooms via assigned entry door. <ul style="list-style-type: none"> <li>Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>Students shall sanitize hands before entering campus.</li> </ul> </li> <li>Students wash hands in Commons Area before going to get breakfast. Breakfast will be after middle school.</li> <li>Students travel as a cohort to get breakfast, then go to</li> </ul> |



| OHA/ODE Requirements | Hybrid/Onsite Plan   |
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|                      | <p>1st period class as a cohort.</p> <ul style="list-style-type: none"> <li><b>** Breakfast may be brought to homerooms</b></li> </ul> <p><i>Grade 11/12 Cohort</i></p> <ul style="list-style-type: none"> <li>Grade 11/12 cohort will depart the bus or drop off area and go directly to homerooms via assigned entry door. <ul style="list-style-type: none"> <li>Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>Students shall sanitize hands before entering campus.</li> </ul> </li> <li>Students wash hands before going to get breakfast. Breakfast will be after Grade 9/10 Cohort.</li> <li>Students travel as a cohort to get breakfast, then go to 1st period class as a cohort.</li> <li><b>** Breakfast may be brought to homerooms</b></li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>Staff are required to report to the administrator when they have symptoms related to COVID-19.</li> <li>Staff members <b>are not</b> responsible for screening other staff members for symptoms.</li> </ul> |


#### 1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li> <li><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</li> <li><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines.</li> <li><input checked="" type="checkbox"/> Screen all visitors 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.</li> </ul> | <p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> |

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

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> <li>Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> <li>This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>Bus drivers.</li> <li>Staff preparing and/or serving meals.</li> </ul> </li> </ul> |                    |



| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☒ Face shields or clear plastic barriers for: <ul style="list-style-type: none"> <li>• Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>• Front office staff.</li> </ul> </li> <li>☒ 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.</li> <li>☒ <b>Students who choose not to wear face coverings must be provided access to instruction.</b></li> <li>☒ <b>ADA accommodations:</b> 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.</li> </ul> | <div data-bbox="824 172 1409 499" style="border: 1px solid blue; padding: 10px; margin-bottom: 10px;">  <div style="display: flex; justify-content: space-around; font-size: 0.8em;"> <div style="text-align: center;"> <p><i>Face covering:</i> A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.</p> </div> <div style="text-align: center;"> <p><i>Face shield:</i> A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.</p> </div> <div style="text-align: center;"> <p><i>Clear plastic barriers:</i> A clear plastic or solid surface that can be cleaned and sanitized often.</p> </div> </div> </div> <p><u>Facial Shields</u><br/> Facial shields are <b>required</b> and will be provided for:</p> <ul style="list-style-type: none"> <li>• Bus drivers</li> <li>• Recommendation: Shield must be in use when stopped but can be lifted while driving. When not using face shield, driver should be wearing an alternative face covering.</li> </ul> <p><u>Protective Barriers or face shields</u></p> <ul style="list-style-type: none"> <li>• Front office staff</li> <li>• Speech Language Pathologists</li> </ul> <p><u>Facial Coverings</u><br/> <i>Facial coverings are not synonymous with facemasks.</i></p> <p>Facial coverings are <b>required</b> and will be provided for:<br/> Child Nutrition Program staff<br/> Facial coverings are <b>required</b> for:</p> <ul style="list-style-type: none"> <li>• Staff providing 1:1 student support</li> <li>• OT, PT, staff supporting personal care, staff where direction requires direct physical contact</li> <li>• Nurses or designated health services providers when administering medication or providing direct services</li> </ul> <p>Facial coverings are <b>strongly encouraged</b> for staff moving throughout campus, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Art teacher</li> <li>• PE Teachers</li> <li>• Other teacher not in close contact</li> <li>• Counselors</li> <li>• Title 1/Special Education staff</li> <li>• Front Office Staff when working in areas other than the front office</li> <li>• Administration</li> </ul> <p>Facial coverings are <b>recommended</b> for:</p> <ul style="list-style-type: none"> <li>• All staff</li> </ul> <p>Facial covering are <b>NOT recommended</b> for:</p> <ul style="list-style-type: none"> <li>• Children under the age of 12;</li> <li>• Children of any age should not wear a face covering: <ul style="list-style-type: none"> <li>○ If they have a medical condition that makes it difficult for them to breathe with a face covering;</li> <li>○ If they experience a disability that prevents them from wearing a face covering;</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
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|                      | <ul style="list-style-type: none"> <li>○ They are unable to remove the face covering independently; or</li> <li>○ While sleeping.</li> </ul> <p><b><u>Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities</u></b></p> |

### 1i. ISOLATION MEASURES

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <p>☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols 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.</p> <p>☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> <p>☒ 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.</p> <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p>☒ 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.</p> <ul style="list-style-type: none"> <li>• Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>• 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 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> <li>○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Each school principal (or designee) will connect weekly with nurse on updates for plan and isolation measures taken to that point.</li> <li>• All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room). <ul style="list-style-type: none"> <li>○ Students will be provided a facial covering (if they can safely wear one).</li> <li>○ Staff should wear a facial covering and maintain physical distancing.</li> </ul> </li> <li>• While exercising caution to maintain safety is appropriate 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.</li> <li>• Staff will maintain student confidentiality as appropriate.</li> <li>• Daily logs must be maintained containing the following: <ul style="list-style-type: none"> <li>○ Name of students sent home for illness, cause of illness, time of onset; and</li> <li>○ Name of students visiting the office for illness symptoms, even if not sent home.</li> </ul> </li> <li>• Staff and students with known or suspected COVID-19, or <a href="#">displaying COVID-19 symptoms per current OHA guidance, CDC guidance</a>, or LPHA guidance, 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: <ul style="list-style-type: none"> <li>○ the passage of 14 calendar days after exposure; <b>and</b></li> <li>○ symptoms are improving.</li> </ul> </li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <p>viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving</p> <ul style="list-style-type: none"> <li>• If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>• If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> |                    |



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <p><input checked="" type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> | <ul style="list-style-type: none"> <li>• All students will be enrolled following the Oregon Department of Education guidelines.</li> <li>• No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>○ Have COVID-19 symptoms for the past 14 days</li> </ul> </li> </ul> <p><b>Attendance will be taken daily on instructional days.</b></p> |

### 2b. ATTENDANCE

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <p><input checked="" type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</p> <p><input checked="" type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.</p> | <ul style="list-style-type: none"> <li>• Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>• Secretary will notify the principal when the absence rate has increased by 20% or more.</li> <li>• The principal (or designee) will report this increase to the nurse.</li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> <li>Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</li> <li>The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in order to be counted as present for all five days of that week.</li> <li>If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).</li> <li>The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.</li> <li>Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).</li> <li>Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).</li> </ul> <p>☒ <b>Part-time students receiving online and/or hybrid instruction (not college courses):</b> Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p> |                    |

## 2c. TECHNOLOGY

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

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul> | <p><b>Hand Washing:</b> All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day.</p> <p><b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</p> <p><b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</p> <p><b>Events:</b> Field trips will be designed virtually for the school year or until conditions change. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</p> <p><b>Transitions/Hallways:</b> Hallway traffic direction marked to show travel flow.</p> <ul style="list-style-type: none"> <li>○ <b>Classroom line up:</b> students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort group/each other. <ul style="list-style-type: none"> <li>■ Line up areas are to be marked with visual cues to indicate adequate physical distance.</li> </ul> </li> </ul> <p><b>Personal Property:</b> 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, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</p> <p><b>Restrooms:</b> Elementary students will use designated bathrooms in accordance to meal cohorts. These will be multiple times daily. Middle and High School cohorts will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.</p> |

## 2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
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| <ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ 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).</li> </ul> | <p><b>Screening Students:</b><br/>Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p><b>Entry</b></p> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
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| <ul style="list-style-type: none"> <li>☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li>☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul> | <p><b>All Students and Cohorts</b></p> <ul style="list-style-type: none"> <li>• Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> <li>○ Staff will fill in the information and not allow a shared pen/paper.</li> <li>○ Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign- in/sign-out.</li> </ul> </li> <li>• Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>• Share with families the need to keep drop-off/pick-up interactions as brief as possible.</li> <li>• Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> </ul> <p><b>Elementary School</b></p> <ul style="list-style-type: none"> <li>• Students enter assigned entries to homeroom doors.</li> <li>• Students will wash hands in classroom upon entry.</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Middle school students will depart the bus or drop off area and go directly to homeroom via assigned entry door. <ul style="list-style-type: none"> <li>○ Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>○ Students shall sanitize hands before entering campus.</li> </ul> </li> <li>• Students wash hands in assigned locations.</li> </ul> <p><b>High School</b></p> <p><i>Grade 9/10 Cohort</i></p> <ul style="list-style-type: none"> <li>• Grade 9/10 cohort will depart the bus or drop off area and go directly to homeroom via assigned entry door. <ul style="list-style-type: none"> <li>○ Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>○ Students shall sanitize hands before entering campus.</li> </ul> </li> <li>• Students wash hands in Commons Area.</li> </ul> <p><i>Grade 11/12 Cohort</i></p> <ul style="list-style-type: none"> <li>• Grade 11/12 cohort will depart the bus or drop off area and go directly to homeroom via assigned entry door. <ul style="list-style-type: none"> <li>○ Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>○ Students shall sanitize hands before entering campus.</li> </ul> </li> </ul> <p>Students wash hands in assigned area. <b>Screening Staff:</b></p> <ol style="list-style-type: none"> <li>1. Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>2. Staff are required to report to the administrator when they have symptoms related to COVID-19.</li> <li>3. Staff members are not responsible for screening other staff members for symptoms.</li> </ol> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
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|                      | <p><b>Dismissal</b></p> <p><i>Pre-Kindergarten</i></p> <ol style="list-style-type: none"> <li>Students in Pre-Kindergarten will stay in a single stable continuous cohort throughout the day, unless individual students have specific needs requiring otherwise (e.g., receiving SLP services).</li> <li>The Pre-Kindergarten teacher will walk this cohort to dismissal maintaining appropriate physical distancing.</li> <li>Upon release all students in the Pre-Kindergarten cohort will go directly to their bus or departure point from campus.</li> </ol> <p><i>All other Cohorts</i></p> <ol style="list-style-type: none"> <li>Students will remain in their assigned cohort at the end of day until released by intercom.</li> <li>Cohorts will be individually released by an announcement over the intercom one cohort at a time. Upon release all students in the cohort will go directly to their bus or departure point from campus.</li> </ol> <p><b>Screening Staff:</b></p> <ol style="list-style-type: none"> <li>Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>Staff are required to report to the administrator when they have symptoms related to COVID-19.</li> <li>Staff members are not responsible for screening other staff members for symptoms.</li> </ol> |

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <p>☒ <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</p> <p>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p>☒ <b>Handwashing:</b> Remind students through signage and regular 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 and hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> <li>Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> | <ul style="list-style-type: none"> <li><b>Seating:</b> Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li><b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</li> <li><b>Hand Washing:</b> Students will wash hands before each meal and frequently throughout the day.</li> <li><b>Respiratory Etiquette:</b> School staff will consistently teach and reinforce the need for ongoing respiratory etiquette.</li> <li><b>Furniture:</b> All upholstered furniture and soft seating has been removed from the school building.</li> <li><b>Classroom Procedures:</b> All PK-6 classes will use an assigned cubby or storage spaces for individual student belongings; Middle and High school students will carry personal belongings. Shared restroom/hall passes will not be used. All shared spaces (e.g., computer lab, library, and gymnasium) will be cleaned between cohort use.</li> </ul> |



| OHA/ODE Requirements | Hybrid/Onsite Plan   |
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|                      | <b>Seating:</b> Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. |

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

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ Students must wash hands before and after using playground equipment.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment between cohorts.</li> </ul> | <ul style="list-style-type: none"> <li>• Playground(s) will remain closed for public use. School will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered scheduled throughout the school day.</li> <li>• All playground structures will be disinfected daily and in between each cohort group. <ul style="list-style-type: none"> <li>○ Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.).</li> </ul> </li> <li>• Students must wash hands before and after using playground equipment.</li> <li>• Cleaning requirements must be maintained; refer to section 3j.</li> <li>• Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> <li>• Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</li> </ul> |

## 2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Students must wash hands before meals and should be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning of tables between meal periods.</li> </ul> | <p><b>Elementary School Breakfast</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup>-5<sup>th</sup> Students enter from bus drop off or on foot through assigned entry to classroom doors.</li> <li>• K-2 Students enter from bus drop off or on foot through assigned entry to classroom doors. <ul style="list-style-type: none"> <li>○ Students will wash hands in classroom upon entry and prior to going to breakfast</li> </ul> </li> <li>• Students travel by cohort to the cafeteria for breakfast. Cohorts eat breakfast on a staggered schedule. Our cafeteria has 3,306 square feet. This means we could have 94 individuals in the cafeteria at one time meeting social distancing recommendations. Cleaning tables, surfaces, etc between cohorts.</li> </ul> <p><b>Lunch</b></p> <ul style="list-style-type: none"> <li>• PK Cohort will eat snacks and meals in the classroom.</li> <li>• Students wash hands in classroom before eating. All lunch schedules will be staggered and sit at assigned tables at least six feet apart, in separate cohorts.</li> <li>• Kindergarten goes to lunch as a cohort, goes through lunch line, and sit at KG table with 6 feet distance. <ul style="list-style-type: none"> <li>○ After lunch KG cohort goes to assigned playground.</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>Grades 1/2 Cohort goes to lunch as a cohort, go through the lunch line, and sit at ½ tables with 6 feet distance <ul style="list-style-type: none"> <li>After lunch 1/2 cohort goes to assigned playground.</li> </ul> </li> <li>Grades 3-5 Cohort goes to assigned playground at start of lunch, then to lunch after KG and 1/2 cohorts finish.</li> </ul> <p><b>Middle School Breakfast</b></p> <p>Middle school students will depart the bus or drop off area and go directly to homeroom via assigned entry door. (6<sup>th</sup> Grade is self Contained)</p> <ul style="list-style-type: none"> <li>Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>Students shall sanitize hands before entering campus.</li> </ul> <ul style="list-style-type: none"> <li>Students wash hands before going to get breakfast. Hand sanitizer is also available at entrance to cafeteria.</li> <li>Students travel as a cohort to get breakfast, then go to 1st period class as a cohort.</li> <li>Hand sanitizer will be available at campus (6<sup>th</sup> Grade is self Contained)</li> </ul> <p><b>Lunch</b></p> <ul style="list-style-type: none"> <li>Middle school students will be scheduled as a cohort for lunch. Students will wash hands in before going to lunch.</li> <li>Middle school students will travel to lunch as a cohort, go through the lunch line, and sit in their assigned lunch location, with appropriate physical distancing.</li> <li>After eating, students clean up within the same assigned area and exit to recess.</li> </ul> <p><b>Middle School Lunch Cohorts</b></p> <ul style="list-style-type: none"> <li>6-8<sup>th</sup> Grades to eat in assigned area</li> <li>6<sup>th</sup>- 23 people)(7<sup>th</sup> 26 people)(8<sup>th</sup>-24 people)= 73</li> <li>Social Distancing space for 94 people available.</li> <li>Students will be served from the food serving area by cohort, with cleaning between cohorts.</li> </ul> <p><b>High School Breakfast</b></p> <p><i>Grade 9/10 Cohort</i></p> <ul style="list-style-type: none"> <li>Grade 9/10 cohort will depart the bus or drop off area and go directly to home rooms via assigned entry. <ul style="list-style-type: none"> <li>Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>Students shall sanitize hands before entering campus.</li> </ul> </li> <li>Students wash hands before going to get breakfast. Breakfast will be after middle school.</li> <li>Students travel as a cohort to get breakfast, then go to 1st period class as a cohort.</li> </ul> <p><i>Grade 11/12 Cohort</i></p> <ul style="list-style-type: none"> <li>Grade 11/12 cohort will depart the bus or drop off area and go directly to home rooms by assigned entry.</li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan  |
|----------------------|---|
|                      | <ul style="list-style-type: none"> <li>○ Hand sanitizer will be available at campus entry points (i.e., bus departure area, drop off area) for student use.</li> <li>○ Students shall sanitize hands before entering campus.</li> <li>• Students wash hands before going to get breakfast. Breakfast will be after Grade 9/10 Cohort.</li> <li>• Students travel as a cohort to get breakfast, then go to 1st period class as a cohort.</li> </ul> <p><b>Lunch</b></p> <p><i>Grade 9/10 Cohort</i></p> <ul style="list-style-type: none"> <li>• Grade 11/12 cohort will be scheduled in homeroom prior to lunch. Students will wash hands in assigned cohort areas before going to lunch.</li> <li>• Students travel as a cohort to get lunch, then eat at assigned space maintaining appropriate physical distancing.</li> <li>• After lunch, students use the Girls' Locker Room Side of the gymnasium.</li> </ul> <p><i>Grade 11/12 Cohort</i></p> <ul style="list-style-type: none"> <li>• Grade 11/12 cohort will wash hands in assigned cohort restroom before going to lunch.</li> <li>• Lunch will be after Grade 9/10 Cohort is in assigned areas.</li> <li>• Students travel as a cohort to get lunch, then eat at assigned space maintaining appropriate physical distancing.</li> <li>• After lunch, students return to Commons use the Boys' Locker Room Side of the gymnasium.</li> </ul> <p><b>High School Lunch Cohorts</b></p> <ul style="list-style-type: none"> <li>• All students will have lunch at the same time</li> <li>• Grades 9/10: Eat in assigned area (1 adult to monitor) <ul style="list-style-type: none"> <li>○ Served first as a cohort, then move to assigned area</li> <li>○ Serving area cleaned after students are served</li> </ul> </li> <li>• Grades 11/12: Eat in assigned Area (1 adult to monitor) <ul style="list-style-type: none"> <li>○ Served after area is cleaned following 9/10 getting lunch</li> </ul> </li> <li>• Cohorts will be maintained by physical distancing even in break period after lunch (9/10 on one end of gymnasium, 11/12 on other end of gymnasium)</li> </ul> |

## 2i. TRANSPORTATION

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☑ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☑ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☑ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>• If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Bus drivers are required to use facial shields. Facial shields will be provided for drivers. Shield must be in use when stopped but can be lifted while driving. When not using face shield, the driver should be wearing an alternative face covering.</li> <li>• Each bus driver/staff will be required to: <ul style="list-style-type: none"> <li>○ Visually screen students for illness follow entry and screening procedures</li> <li>○ Maintain logs for contact-tracing using procedures from 1a above.</li> </ul> </li> <li>• Each bus will have: <ul style="list-style-type: none"> <li>○ the recommend three (3) feet of physical distance</li> </ul> </li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> <p>☒ 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.</p> <p>☒ Drivers wear face shields or face coverings.</p> <p>☒ 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).</p> | <ul style="list-style-type: none"> <li>○ between passengers</li> <li>○ the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.</li> </ul> <ul style="list-style-type: none"> <li>• Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.</li> <li>• Clean and sanitize buses between cohort routes.</li> </ul> |

## 2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p>☒ 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p>☒ 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. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</p> <p>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p>☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</p> <p>☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</p> | <ul style="list-style-type: none"> <li>• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily.</li> <li>• Follow <a href="#">CDC guidelines</a> for cleaning.</li> <li>• Ventilation systems will be checked and maintained monthly by maintenance staff.</li> </ul> |

## 2k. HEALTH SERVICES

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p>☒ 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.</p> <p>☒ 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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p> | <ul style="list-style-type: none"> <li>• Nurse primary in supporting the development of this plan.</li> <li>• Designated staff can implement plan.</li> <li>• A plan for maintaining health services for all students.</li> </ul> |



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><input checked="" type="checkbox"/> 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Coordinate Communication with the Local Public Health Authority.</li> <li>• If the region impacted is in Lane County Health Authority will provide school-centered communication and will potentially host conference calls.</li> <li>• When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district.</li> <li>• Establish a specific emergency response framework with key stakeholders.</li> </ul> |

#### 3b. RESPONSE

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input checked="" 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.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input checked="" type="checkbox"/> Continue to provide meals for students.</li> <li><input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify baseline absentee rates to determine if rates have increased by 20% or more.</li> <li>• Temporarily dismiss students attending childcare facilities, K12 schools.</li> <li>• Modify, postpone, or cancel large school events as coordinated with LPHA.</li> <li>• Work with LPHA to establish timely communication with staff and families.</li> <li>• 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 nurse on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.</li> </ul> |

#### 3c. RECOVERY AND REENTRY

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with <a href="#">legal preparedness processes</a>.</li> <li>• Plan instructional models that support all learners in comprehensive distance learning.</li> <li>• Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms and playgrounds.</li> </ul> |



## 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.*

- ☐ 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.
- ☐ 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



### 5. Instruction



### 6. Family and Community Engagement



### 7. Mental, Social, and Emotional Health



### 8. Staffing and Personnel

## Assurance Compliance and Timeline

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

| List Requirement(s) Not Met | Provide a Plan and Timeline to Meet Requirements<br><i>Include how/why the school is currently unable to meet them</i> |
|-----------------------------|--|
|                             |  |