



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

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

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION                        |  |
|--|--|
| Name of School, District or Program                        | South Prairie Elementary School  |
| Key Contact Person for this Plan                           | Karen Thenell  |
| Phone Number of this Person                                | 503 842-8401   |
| Email Address of this Person                               | thenellk@tillamook.k12.or.us   |
| Sectors and position titles of those who informed the plan | -Jennifer Guarcello, Communications, Grants, and Foundation Director TSD9<br>-Rachel Williamson, Principal, Liberty Elementary<br>-David Miller, Principal, East Elementary<br>-Wendy Slibsager, Title I Teacher, SP Elementary<br>-Doreen Broderick, 3rd Grade Teacher, SP Elementary<br>-Dan Eliason, SPED Teacher, SP Elementary<br>-Hannah Snow Roberts, Head Secretary, SP Elementary |

<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.

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| Local public health office(s) or officers(s)   | Dr. Melissa Paulissen                   |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Karen Thenell, Principal, SP Elementary |
| Intended Effective Dates for this Plan   | December 9, 2020-further notice         |
| ESD Region   | Tillamook                               |

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.

Our staff is dedicated to placing our communities of focus (traditionally underserved populations) at the center of our planning for 2020-21 school year. The Tillamook School District has provided community and staff surveys to collect feedback and input from all stakeholders, including our focus groups. Our plan was reviewed by the Tillamook School Board on **December 2, 2020**. Updates have been provided to our community throughout the planning process.

Students in the Tillamook School District include:

- 45% access free and reduced lunch
- 36% identify as students of color
- 17% - experience special needs
- 3% - require accommodations from a 504 Plan
- 15% are emerging bilingual students

Limited In Person Considerations (Fall 2020)

It is important to the Tillamook School District that we begin to re-connect with students as soon as it is deemed safe. As part of a first step, we intend to move forward with limited in-person instruction for some students. Limited in-person instruction will provide learning opportunities for students needing additional support. Students to be considered for this will include, but not be limited to, non-completers, seniors not on-track to graduate, students who receive services through a 504 or IEP, students who are English Language Learners, and students who do not have reliable internet access. Transportation will be offered for all of these students. Special Education and EL staff will determine eligibility for the students they serve, building leadership and classroom teachers will determine the needs of other students, including those with 504's needing support, and specific registration questions will help us determine which students do not have reliable internet. The district has been working with the local County Board of Commissioners, Spectrum (a local internet provider), and Verizon Wireless (for purchase of hotspots) to attain reliable service for as many families as is feasible. Due to rural locations, some may not be able to get this. For this reason, the schools will be open to these students. In addition, the district and a grant managed by the Commissioners will provide financial assistance for those unable to afford the cost of reliable internet service. In all cases cohorts will not exceed 10 students, students will not be in buildings longer than two hours, and students will be in no more than two cohort groups while under the supervision of district staff. The district will follow all guidance for Limited In-Person Learning. A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Physical distancing will be supported via additional signage, training for staff and students, traffic patterns, and schedules to maximize physical distancing. Contact logs will be maintained for all students/cohort

within each instructional space. Students will be screened upon entrance and logs for contact tracing will be maintained.

#### Hybrid Considerations (Winter 2020)

As the metrics have been updated, and we've experienced levels of success with Limited In Person Learning, our district is now prepared to move forward with a hybrid instructional model that provides instructional opportunities for all students. We continue to use the strategies and processes utilized with Limited In Person Learning as these have been designed to promote an equitable learning experience for all students.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

### **REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT**

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

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

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 CDI Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

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

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

*This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.*

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.*



### 0. Health Metrics for Returning to In-Person Instruction

#### OPERATING WITHIN THE GENERAL METRICS

- The school meets eligibility for the "Safe Harbor Clause" as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the **Ready Schools, Safe Learners** guidance, if the school is located in a county with metrics in the "Distance Learning" column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*
- The school currently meets the General Metrics to successfully reopen for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school is small and remote (enrollment  $\leq 75$ ) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).



# 1. Public Health Protocols

## 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li><li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.</li><li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li><li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li><li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li><li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li><li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li><li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li><li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li><li><input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li><li><input 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 type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li><li><input 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 type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>.<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 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, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li></ul></li></ul> | <ul style="list-style-type: none"><li>● <a href="#">TSD9 Pandemic Plan</a></li><li>● The Tillamook School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</li><li>● <a href="#">Ready Schools, Safe Learners</a> training will be conducted virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible during back to school building level inservice. A <a href="#">common resource</a> will be used across K-12.</li><li>● Notification to the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff to initiate contact tracing and determine length of quarantine.</li><li>● Building engineers will coordinate daily cleaning schedules designed to regularly disinfect and sanitize high use areas.</li><li>● The Tillamook School District also follows School Board Policies GBEB, JHCC and GBEB/JHCC-AR Screening/Isolation. Visual screening of all students and staff is outlined in 1f. Potentially symptomatic students will be isolated following guidance outlined in 1i. Students displaying symptoms of COVID-19 will immediately be isolated in a designated area, families will be notified, and the student(s) will be monitored by staff until pick-up.</li><li>● Contact logs will be maintained for all students/cohort within each instructional space, and will include the following info:<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><ul style="list-style-type: none"><li>○ Logs will be collected daily at the office and kept for four weeks.</li></ul></li><li>● The Tillamook School District Outbreak Protocol is outlined in section 3a. With confirmed COVID-19 exposure, the district will follow the guidance of LPHA ,including, if necessary, cohort quarantine and the immediate pivot to comprehensive distance learning.</li><li>● The building administrator will provide regular updated information regarding current instructional models and student counts and report this data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</li></ul> |

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

### 1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <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><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> </ul> | <p>All students and families are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <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, will have the option to attend the district's virtual program with weekly check-ins.</li> <li>• Students who have health conditions that require nursing services whether Medically Complex, Medically Fragile or Nursing-Dependent will have all support services coordinated with an interdisciplinary team including consultation and guidance from the school nurse and or the LPHA.</li> <li>• Medical-grade PPE will be provided to school nurses and those working in health rooms and/or those providing health assessment services.</li> <li>• Students with an IEP will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive English Language Development.</li> <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> |

- 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:
  - 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.

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### 1c. PHYSICAL DISTANCING

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
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| <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><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.</li> <li><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).</li> <li><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.</li> <li><input type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul> | <p>Overall:</p> <ul style="list-style-type: none"> <li>● Develop cohorts within the 35 sq ft per person limit</li> <li>● Maintain physical distancing 6 feet whenever possible</li> <li>● Remove/arrange extra furniture to make more room</li> <li>● Removing fabric-covered furniture</li> <li>● Assign seating to maximize physical distancing and minimize physical interaction.</li> <li>● Physical distancing will be supported via additional signage, training for staff and students, traffic patterns, and schedules to maximize physical distancing, minimize time spent standing in lines, and designate areas on the playground for the exclusive use of one cohort at a time.</li> <li>● Any students needing additional support in understanding and managing physical distancing guidelines will be provided additional instruction and practice.</li> <li>● Review 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.</li> <li>● SLP will be provided with a face shield or plexiglass partition.</li> <li>● Staff will maintain physical distancing during all meetings or professional learning sessions.</li> </ul> |

### 1d. COHORTING

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</li> </ul> | <p>Below are the identified stable cohorts. Each individual's participation in a cohort will be documented on a contact log to ensure capability for contact tracing.</p> |



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| <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> <li>☐ 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 must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.</li> <li>☐ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li>☐ 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>● Transportation Cohorts <ul style="list-style-type: none"> <li>○ This is a stable group of students each day</li> <li>○ Updated contact logs are required for each run of a route.</li> </ul> </li> <li>● Instructional Cohorts (Contact logs will be maintained for all students/staff within each instructional space, and will include the following info): <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> <ul style="list-style-type: none"> <li>○ Logs will be collected daily at the office and kept for four weeks.</li> </ul> </li> <li>● Physical distancing will be supported via additional signage, training for staff and students, traffic patterns and schedules to maximize physical distancing, minimize time spent standing in lines, and designate areas on the playground for the exclusive use of one cohort at a time.</li> <li>● Building engineers and staff will coordinate daily cleaning schedules designed to regularly disinfect and sanitize high use areas.</li> <li>● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul> |
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### 1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li>☐ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li>☐ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>● The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> </ul> </li> <li>☐ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li>☐ Provide all information in languages and formats accessible to the school community.</li> </ul> | <ul style="list-style-type: none"> <li>● District/building administration will regularly communicate measures being taken to ensure a safe work environment and prevent spread of disease in the building.</li> <li>● A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</li> <li>● Additional communication regarding protocols will be shared with families and staff in November prior to the start of hybrid instruction.</li> <li>● Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</li> </ul> |

### 1f. ENTRY AND SCREENING

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li>☐ 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"> <li>● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, <i>new</i> nasal congestion, and runny nose are also</li> </ul> </li> </ul> | <p><b>COVID-19 symptoms</b></p> <ul style="list-style-type: none"> <li>● Based on the criteria established by the LPHA, students and staff may be directed 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:</li> <li>● Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and</li> </ul> |



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| <p>symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</p> <ul style="list-style-type: none"> <li>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. See <a href="#">table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See <a href="#">table "Planning for COVID-19 Scenarios in Schools."</a></p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> | <p>runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</p> <ul style="list-style-type: none"> <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>. <ul style="list-style-type: none"> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li><input type="checkbox"/> Trouble breathing</li> <li><input type="checkbox"/> Persistent pain or pressure in the chest</li> <li><input type="checkbox"/> New confusion or inability to awaken</li> <li><input type="checkbox"/> Bluish lips or face</li> <li><input type="checkbox"/> Other severe symptoms</li> </ul> </li> </ul> </li> </ul> <p><b>Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>• Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>• They will go directly to their cohort through their assigned entry door.</li> <li>• Students will use hand sanitizer or a handwashing station as they enter a new location.</li> </ul> <p><b>Screening Students Upon Entry</b></p> <ul style="list-style-type: none"> <li>• There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> <li>• Staff will be assigned to each entry door to visually screen students.</li> <li>• When the screening indicates that a student may be symptomatic, the student is directed to the health room. *Follow established protocol from CDP (see section 1a).</li> <li>• All students will have their temperature taken for screening purposes upon arrival.</li> <li>• Daily contact logs with information about each student who enters will be maintained.</li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>• Staff will enter through one designated door, and participate in a temperature screening prior to reporting for duty. Masks/shields will be worn during the screening.</li> <li>• Staff are required to report to their administrator when they may have been exposed to and/or when they have symptoms of COVID-19.</li> <li>• Staff members are not responsible for screening other staff members for symptoms.</li> </ul> <p><b>Excluding from school or work:</b></p> <ul style="list-style-type: none"> <li>• The district will 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.</li> <li>• 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.</li> </ul> |
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**1g. VISITORS/VOLUNTEERS**

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Adults in schools are limited to essential personnel only.</li> <li>• Visitors will enter through one designated door and participate in a temperature and visual screening prior to reporting for duty.</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a> <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. | <ul style="list-style-type: none"> <li>● Visitors will be denied entry if showing symptoms of COVID-19.</li> <li>● Visitors will observe appropriate social distancing and wear face covering while in the building.</li> <li>● Family members may accompany staff members into the building during non-contact times. Family members must note entry on the log, and sanitize hands prior to moving within the building. Family members of staff are not permitted to touch items used by students. Staff members are to ensure all surfaces that a family member comes into contact with are disinfected upon exit.</li> </ul> |
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**1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS**

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a> . Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a> . Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. <input type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input type="checkbox"/> Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <input type="checkbox"/> <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Protections under the ADA or IDEA:</b></p> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.</li> </ul> | <p><b>Face Coverings or Face Shields for Staff and Students</b></p> <ul style="list-style-type: none"> <li>● All adults entering the building will wear a face covering in the building. <ul style="list-style-type: none"> <li>○ Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or other face coverings, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</li> <li>○ Face coverings or shields may be removed when working alone in a private office.</li> <li>○ N-95 Face masks will be provided for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</li> </ul> </li> <li>● All students in grades Kindergarten and up will wear face coverings or face shields while on school grounds <ul style="list-style-type: none"> <li>○ Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</li> <li>○ Face coverings will be worn both indoors and outdoors, including during recess.</li> <li>○ 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 will: <ul style="list-style-type: none"> <li>■ Provide space away from peers while the face covering is removed; students will not be left alone or unsupervised; Additional instruction will be provided to support effectively wear a face covering; Students will be provided adequate support to re-engage in safely wearing a face covering; Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li>○ Group mask breaks or full classroom mask breaks are not permitted.</li> </ul> </li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li>● If any student requires an accommodation to meet the requirement for face coverings, the school will work to limit the student’s proximity to students and staff to the extent possible to</li> </ul> |

- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
  - Additional instructional supports to effectively wear a face covering.
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
    2. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
  - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
    3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

- minimize the possibility of exposure. Appropriate accommodations will include:
- Offering different types of face coverings and face shields that may meet the needs of the student.
  - Spaces away from peers while the face covering is removed; students will 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;
  - Provide additional instructional supports to effectively wear a face covering;
- For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, the school will provide options for engaging in education
  - The school will comply with the established IEP/504 plan
  - If a staff member requires an accommodation for the face covering or face shield requirements, the district and school will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements

Hybrid/Onsite Plan

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
  - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.
  - Consider required physical arrangements to reduce risk of disease transmission.
  - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual shall wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in ["Planning for COVID-19 Scenarios in Schools."](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

- A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise.
- Symptomatic students will remain at school until a designated adult can pick them up.
  - Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.
  - Secondary isolation areas may be identified if/as needed.
  - Logs will be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include:
    - Name of student
    - Reported symptoms/reason for health room visit
    - Action taken
  - Existing protocols for transporting students to their home or a medical facility will be followed.
  - Students who need support for non-COVID related medical issues will follow established medical protocols.
  - Students and staff who are displaying symptoms of COVID-19 will be sent home.
  - 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 the 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.
  - Prior to reentry, written documentation from a medical provider should be provided indicating the outcome of the medical consultation related to COVID-19 symptoms.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:               <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</li> <li><input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li><input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.</li> <li><input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</li> </ul> | <ul style="list-style-type: none"> <li>• All students will be enrolled following ODE guidelines.</li> <li>• Efforts to engage students who have never attended or have stopped attending will continue at least weekly until a student has documented proof of withdrawal or transfer.</li> <li>• Onsite learning and school-based distance learning opportunities will coordinate and work to cover the same standards and grade-level content, allowing symptomatic students to continue learning during a medical absence.</li> <li>• Students who are not attending school due to displaying COVID-19 symptoms or are considered part of the vulnerable population, will not be disenrolled, and attendance and instructional practices will be adjusted accordingly.</li> </ul> |

### 2b. ATTENDANCE

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the</li> </ul> | <ul style="list-style-type: none"> <li>• For students attending on-site or participating in comprehensive distance learning, attendance will be taken in accordance with ODE guidelines..</li> </ul> |



|  |   |
|--|---|
| <p>instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</p> <p><input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</p> <p><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> | <ul style="list-style-type: none"> <li>Families will be provided a clear and concise description of attendance expectations for meeting attendance requirements.</li> </ul> |
|--|---|

**2c. TECHNOLOGY**

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <p><input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p> | <ul style="list-style-type: none"> <li>All students will be assigned a district-owned device for use in the school building.</li> <li>Students will have the option to take the device home for at home use.</li> <li>Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>Shared school devices will be cleaned and sanitized between each use. Assigned school devices will be cleaned and sanitized upon check-in and check-out.</li> </ul> |

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <p><input type="checkbox"/> <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.</p> | <p><b>Hand Washing:</b> All students will wash hands or use sanitizer prior to breakfast and lunch.</p> <ul style="list-style-type: none"> <li>Frequent opportunities for hand washing will be provided throughout the school day.</li> <li>Hand washing will be supplemented with the use of hand sanitizer.</li> </ul> <p><b>Equipment:</b> Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.</p> <ul style="list-style-type: none"> <li>Sharing of supplies will be restricted whenever possible.</li> <li>All shared equipment will be cleaned between users.</li> </ul> <p><b>Events:</b> Off-site field trips and events requiring visitors or volunteers have been canceled.</p> <ul style="list-style-type: none"> <li>In-school events will be modified to follow cohorting and social distancing guidance.</li> <li>Use of the building by outside groups will not be allowed.</li> </ul> <p><b>Transitions/Hallways:</b> Hallways will include traffic markings to reduce contact.</p> |



- Transitions by grade-level cohort groups will be staggered to reduce contact.
- Student cohorts will remain in the classroom with adult transitions when possible.
- Cohort classrooms will be assigned by building area/level to allow access to an individual bathroom, water filling station, and hand washing station throughout the school day.

**Classroom line up:** Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions.

**Personal Property:** Personal property must be labeled with a student name and will only be used by the student, and will be stored to ensure physical distancing between students.

**Restrooms:** Restrooms will be assigned based on cohort rooms. Visual reminders will be used in all restrooms to encourage hygienic practices including:

- Handwashing techniques
- Covering coughs/sneezes
- Social distancing
- Facial coverings
- Covid-19 symptoms

## 2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.<br><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.<br><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).<br><input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | Arrival and Entry; Dismissal <ul style="list-style-type: none"> <li>• Each student will be assigned an entrance and exit point (i.e., a specific door) to the school building</li> <li>• They will go directly to their cohort through their assigned entry door.</li> <li>• Staff will be present at each entry point to visually screen students for symptoms</li> <li>• Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.               <ul style="list-style-type: none"> <li>◦ All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</li> </ul> </li> </ul> |

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.<br><input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.<br><input type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. | <ul style="list-style-type: none"> <li>• <b>Seating:</b> Classroom desks and tables will be arranged while striving to maintain 6 ft of separation. Students will use a single assigned 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 between each use. Hand sanitizer and tissues will be available for use by students and staff.</li> <li>• <b>Handwashing:</b> All students will wash or sanitize their hands upon building entry and prior to breakfast and lunch. Additional hand washing or sanitizing opportunities will be provided throughout the</li> </ul> |

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

- **Furniture:** Upholstered furniture and soft seating will be removed from classrooms and learning spaces.
- **Seating:** Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.
- **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave.

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li><input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul> | <p><b>Playground:</b></p> <ul style="list-style-type: none"> <li>● Students will sanitize hands upon entry and exiting to the playground.</li> <li>● Students will wear face coverings during all unstructured play breaks.</li> <li>● Recess schedules will be established to ensure that the number of students and staff on the playground still allow for appropriate physical distancing and maintain square footage requirements.</li> <li>● The playground will be divided into sections and each stable cohort will be assigned to use a single section.</li> <li>● Signs will be placed to encourage physical distancing.</li> <li>● Physical activities that promote physical distancing will be encouraged.</li> <li>● The playground will be disinfected and sanitized in accordance with CDC guidance.</li> </ul> <p><b>Restrooms:</b></p> <ul style="list-style-type: none"> <li>● Cohorts will be assigned to use specific restrooms.</li> <li>● A schedule will be developed to provide regular access to the assigned restroom</li> <li>● Restrooms will be sanitized in between cohort uses and after emergency use by single students not assigned to cohort currently accessing the facilities.</li> <li>● Both students and staff will wash hands with soap and water for a minimum of 20 seconds before exiting the restroom.</li> <li>● Signage will be posted to remind students and staff of physical distancing and hand washing requirements.</li> </ul> |

## 2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</li> <li><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 distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li><input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> </ul> | <ul style="list-style-type: none"> <li>● Meals will be served to students in classrooms.</li> <li>● Each meal will be individually portioned to avoid self-service or sharing of items.</li> <li>● Food service personnel will be included in health and safety training as required for all kitchen personnel.</li> <li>● All staff serving meals will wear approved face coverings.</li> <li>● All students will wash or sanitize their hands prior to meal times and strive for 6 ft. of physical distancing during meals.</li> <li>● Dining areas and meal touch points (clipboard, writing utensils, delivery carts, and totes) will be cleaned prior to mealtime and again at the end of meal service.</li> </ul> |

- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, staff must 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.

- Staff will be instructed to observe physical distancing during meal times and to clean dining areas before and after use.

## 2i. TRANSPORTATION

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.           <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.               <ul style="list-style-type: none"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.               <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul> | <ul style="list-style-type: none"> <li>● Buildings will work with the transportation department to develop district level routes, training, and updates.</li> <li>● Bus routes will be adjusted to support cohorting students and physical distancing</li> <li>● All bus drivers will keep daily student logs (See Section 1a)</li> <li>● All drivers will wear face coverings when on the bus, unless the mask or face covering interferes with the driver's vision. Drivers will wear face coverings, even when not actively driving the bus, including while students are entering or exiting the vehicle.</li> <li>● Bus drivers will sanitize hands between assisting individual students onto or off of the bus.</li> <li>● Buses will be cleansed and sanitized between each route daily.</li> <li>● Students will wear face coverings on the bus.</li> <li>● If a student displays symptoms, a face shield or face covering will be provided and the student will be kept at least 6 feet away from others. Transporting students will then continue.           <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> </li> <li>● School team will consult with families of students who will need additional support on the bus.</li> <li>● Families will be provided information about physical distancing measures, including seating on the bus and at bus stops.</li> </ul> |

## 2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input type="checkbox"/> Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input type="checkbox"/> Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).</li> <li><input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> </ul> | <ul style="list-style-type: none"> <li>• All frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses.</li> <li>• Playground equipment will be cleaned daily.</li> <li>• Building Engineers will oversee the process of safely and correctly applying disinfectant and cleaning chemicals using products that reduce the risk of asthma.</li> <li>• Ventilation systems will be checked and maintained regularly by maintenance staff. Staff will be encouraged to open doors and windows to improve airflow throughout the day. Use of fans will be permitted as appropriate.</li> <li>• Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces.</li> </ul> |

## 2k. HEALTH SERVICES

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> </ul> | <ul style="list-style-type: none"> <li>• A health care and prevention plan is in place and includes details for specific care and assessment as well as a separate isolation and care space for both CDC and Covid-19 related illnesses.</li> <li>• Health Service Teams include school staff, school/district nurse, mental and behavioral health staff, and the LPHA.</li> </ul> |

- 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).

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## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

| OHA/ODE Requirements  | Hybrid/Onsite Plan |
|---|--------------------|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:               <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:               <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> </li> </ul> <p><b>Exception</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li><input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</li> <li><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</li> <li><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:               <ul style="list-style-type: none"> <li>● Limit travel to essential functions.</li> <li>● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> </li> <li><input type="checkbox"/> Any boarding students newly arriving to campus will either:               <ul style="list-style-type: none"> <li>● Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR</li> <li>● Quarantine on campus for 14 days (or current CDC recommended time period).</li> </ul> </li> <li><input type="checkbox"/> Student transportation off-campus is limited to medical care.</li> </ul> | <p>N/A</p>         |

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning</li> </ul> | <ul style="list-style-type: none"> <li>● Emergency drills will happen at least 30 mins/month to instruct students on the emergency procedures for fires, earthquakes</li> </ul> |

model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.

- At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
- Fire drills must be conducted monthly.
- Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
- Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.

- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

(including tsunami drills in appropriate zones), and safety threats.

- Fire drills will be conducted monthly.
- Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted three times a year.
- Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.

- Drills will be carried out as close as possible to the procedures that will be used in an actual emergency. Physical distancing measures will be implemented as appropriate and manageable.
  - If physical distancing is unable to be maintained during a drill, the duration of the drill will be less than 15 mins.
  - In a hybrid schedule, drills will happen multiple times to ensure all cohorts are able to participate.
- All students will sanitize hands at the conclusion of a safety drill.

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</li> <li><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</li> <li><input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li><input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> </ul> | <ul style="list-style-type: none"> <li>● For students who still need to develop self-regulation skills, instruction will be provided using a framework that focuses on collaborative problem solving.</li> <li>● When developing supports for individual students, the triggers within the environment will be identified to proactively reduce the frequency of escalated events.</li> <li>● Plans will be developed to respond to situations where students’ behavior is unsafe due to escalation (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance).           <ul style="list-style-type: none"> <li>○ Identify antecedent and setting events to minimize staff and student dysregulation.</li> <li>○ Respond to new and different antecedents and setting events as they present throughout the 20-21 school year.</li> </ul> </li> <li>● Within the daily schedule, incorporate consistent opportunities for all students to build and practice self-regulation skills.</li> <li>● All staff will be trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>● All staff will be trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> </ul> |



- Plan for the impact of behavior mitigation strategies on public health and safety requirements:
    - Student elopes from area
      - If staff need to intervene for student safety, staff should:
        - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
        - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
        - Wash hands after a close interaction.
        - Note the interaction on the appropriate contact log.
      - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
    - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
      - If students leave the classroom:
        - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
        - Ensure physical distancing and separation occur, to the maximum extent possible.
        - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
        - Wash hands after a close interaction.
        - Note the interaction on the appropriate contact log.
      - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
    - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
      - If staff need to intervene for student safety, staff should:
        - Maintain student dignity throughout and following the incident.
        - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
        - Use the least restrictive interventions possible to maintain physical safety for the student and staff
        - Wash hands after a close interaction.
        - Note the interaction on the appropriate contact log.
  - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

- Plans will be developed to support students when behavior has the potential to impact public health, including students leaving assigned areas, student isolation for safety reasons, and physically aggressive behaviors.
  - Maintain physical distancing to the maximum extent possible
  - Any unexpected interactions with stable cohorts must be noted on the daily contact log.
  - Staff will sanitize/wash hands after a close interaction.
- Students who are unable to comply with behavior expectations and maintain safety, will have their status in the hybrid instructional model reviewed.
  - For students with an IEP, a meeting will be convened to review the child’s placement.
  - For all other students, a move to virtual learning will be recommended.

**2o. PROTECTIVE PHYSICAL INTERVENTION**

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| □ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <b>Ready Schools, Safe Learners</b> guidance). Single-use disposable PPE must not be re-used. | ● Staff will be trained on the proper cleaning and disinfecting methods of PPE (per manufacturer's recommendation). |



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <input type="checkbox"/> Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.<br><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. | <ul style="list-style-type: none"> <li>• <a href="#">TSD9 Pandemic Plan</a></li> <li>• Report to and consult with LPHA on all confirmed COVID-19 (and similar illness) and transmission levels among staff and or students..</li> </ul> |

#### 3b. RESPONSE

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.<br><input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.<br><input type="checkbox"/> Continue to provide meals for students. | <ul style="list-style-type: none"> <li>• <a href="#">TSD9 Pandemic Plan</a></li> <li>• Distance learning and in-person learning will be planned to allow for students to move between on-site and distance learning.</li> <li>• If there is an outbreak, consult with LPHA for guidance on quarantining, communication, cleaning, sanitizing and disinfecting surfaces.</li> <li>• Work with the District Food Service Director to establish and maintain meals for students.</li> <li>• Follow LPHS guidance regarding the return of students and staff for on-site instruction.</li> <li>• Communicate with families regarding criteria that must be met in order for on-site instruction to resume.</li> </ul> |

#### 3c. RECOVERY AND REENTRY

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.<br><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.<br><br><input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. | <ul style="list-style-type: none"> <li>• <a href="#">TSD9 Pandemic Plan</a></li> <li>• Clean, sanitize, and disinfect surfaces and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li>• Follow the LPHA guidance to begin bringing students back to On-site instruction.</li> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance. This section does not apply to private schools.*

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



### 4. Equity



### 5. Instruction



### 6. Family, Community, Engagement



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



### 8. Staffing and Personnel

## Assurance Compliance and Timeline

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

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