



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Good Shepherd School
Key Contact Person for this Plan	Debbie Booth
Phone Number of this Person	503-663-5280
Email Address of this Person	Debbie.booth@gss.k12.or.us
Sectors and position titles of those who informed the plan	Debbie Booth-Principal Linda Ojua, Administrator Emily Julian, Secretary
Local public health office(s) or officers(s)	Public Health Infectious Disease Team 503-655-8411 <a href="mailto:PHIDCP@clackamas.us">PHIDCP@clackamas.us</a> And/or: Kirsten Ingersoll-Public Health Emergency Preparedness Coordinator
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Debbie Booth
Intended Effective Dates for this Plan	September 16, 2020-June 18, 2021
ESD Region	Clackamas

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.

<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.

As a small, private school, we have involved our community by engaging them with surveys and in-person meetings in order to get feedback on our Blueprint. We have provided technology and additional support for our families who have been challenged more than others have by COVID-19. Our families pay tuition for school, which, in essence, brings our community into a proportionally balanced place.

Our community desires on-site learning for our K-8 students, five days a week as soon as that is possible.

- 1) Spoke individually with a variety of parents, staff and students.
- 2) Met with a team of parents, health care workers, staff and church leaders.
- 3) Held zoom meetings with staff and parents
- 4) Met with our elder board twice with other consultations between meetings.

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.

We have been told we need to provide CDL but we plan to move to Onsite as soon as we can.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

Before we were told to provide CDL, we had created thorough and detailed plans for carrying out sections 1-3 of the plan. As soon as we are able we will make the change and will follow the Blueprint sections 1-3 we have created.

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

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

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

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



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



# 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures 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 checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. 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 checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:               <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> </ul>	<p><b>Communicable Disease Plan (CDP) - <a href="#">LINK PROTOCOLS</a></b> These are still a work in progress</p> <p>School <a href="#">website</a> with link to our Blueprint.</p> <p>We will have electronic screenings sent in each morning by the parents. In addition we will have logs at school to record our own screening and contact tracing each day for each cohort. That information will be kept in the school office and available to share with our LPHA.</p> <p>We will have electronic screenings sent in each morning by the parents. In addition we will have logs at school to record our own screening and contact tracing each day for each cohort.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</li> </ul>	

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>☒ 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>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> </ul>	<p><b>Staff</b> Blueprint includes all staff self-identifying as vulnerable or part of a vulnerable household.</p> <ul style="list-style-type: none"> <li>• Redeployed options could include: <ul style="list-style-type: none"> <li>-On-line instruction and support</li> <li>- office work without student/staff contact</li> </ul> </li> <li>• Staff could consider all leave options as well</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</li> </ul> <p>We plan to survey parents to make sure we are aware of all of our students who may be considered high risk.</p> <p><b>Visitors/Volunteers</b></p> <ul style="list-style-type: none"> <li>• Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</li> </ul> <p>We will communicate with the child's doctor to secure a safe way for the child to return to school considering their health concerns.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as:               <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline.</li> <li>☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p><b>Capacity for K-8 School/Student Population</b></p> <ul style="list-style-type: none"> <li>• <b>Half Day Kindergarten</b> max capacity 20/15</li> <li>• <b>Full Day Kindergarten</b> max capacity 23/9</li> <li>• <b>1<sup>st</sup> Grade</b> max capacity 25/23</li> <li>• <b>2<sup>nd</sup> Grade</b> max capacity 40/24</li> <li>• <b>3<sup>rd</sup> Grade</b> max capacity 23/17</li> <li>• <b>4<sup>th</sup> Grade</b> max capacity 25/24</li> <li>• <b>5<sup>th</sup> Grade</b> max capacity 112/29</li> <li>• <b>6<sup>th</sup> Grade</b> max capacity 25/23</li> <li>• <b>7<sup>th</sup> Grade</b> max capacity 72/25 (moving to SOO3)</li> <li>• <b>8<sup>th</sup> Grade</b> max capacity 60 /27 (moving to SOO1)</li> <li>• <b>Summit Room (multi-purpose)</b> max capacity 112</li> <li>• <b>SOO1</b> max capacity 60</li> <li>• <b>SOO3</b> max capacity 72</li> <li>• <b>Art/Elective Room</b> max capacity 45</li> </ul> <p>We are purchasing individual desks to accommodate the physical distance of 6 feet.</p> <p>We will mark the floors with tape to remind students of distancing.</p> <p>Our younger classes are considering a rope for students to hold on to the keeps them distanced but still safely together.</p> <p>We are adjusting our carpool drop off entrances to have few students entering at each door.</p> <p>We have adjusted our schedule to ensure classes are not in the one hall at the same time.</p> <p>We are changing how we assign lockers so that students in one class will be physically distanced from their classmates at their lockers.</p>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p>Tracking attendance carefully within cohorts will be critical to support contract tracing.</p> <p>A Daily Log-COVID-19 will be kept in the office with the results of the morning questions that each parent submit.</p> <p>We are researching an app that would allow parents to answer the four questions each morning and submit before coming to school.</p> <p><b>Classroom/Grade Level Cohort</b></p> <ul style="list-style-type: none"> <li>• Each grade level will be its own cohort (K-12)</li> <li>• There are two kindergarten cohorts.</li> </ul> <p><b>Kindergarten-8<sup>th</sup> grade Cohorts</b></p> <p><b>Recess:</b></p> <p><b>K-8</b> – cohorts will not be interacting during recess. They are scheduled to use different areas to avoid mixing of cohorts. They will line up separately and sanitize hands upon entry to building. Recess will be staggered so there will not be multiple cohorts in the hallways at the same time.</p> <p>We will sanitize the play structure between cohort groups.</p> <p><b>Physical Education:</b></p> <p><b>Kindergarten</b> – the half and full day classes will join for PE. Activities will be planned with physical distancing in mind and will happen outdoors when possible.</p> <p><b>1<sup>st</sup>-8<sup>th</sup> Grades</b>- Cohorts will participate one at a time. Activities will be planned with physical distancing in mind and will happen outdoors when possible.</p> <p>Sanitizing of equipment will happen between cohorts.</p> <p><b>Lunch:</b></p> <p>Cohorts will remain stable and not mix. They will alternate eating in their classroom for a week and the lunchroom for a week. This will allow for proper physical distance.</p> <p>Sanitizing of tables will happen between cohorts.</p>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Return-to-Work protocol</li> <li>• Letter to staff</li> <li>• Letter to families</li> <li>• Share protocols on the website               <ul style="list-style-type: none"> <li>○ Communicable Disease Plan</li> </ul> </li> </ul> <p>We will have teacher in-service training to train staff on protocols in addition to regular staff meetings to maintain expectations and quality of our protocols.</p>

### 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 (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.               <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></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> <li>☒ 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.</li> </ul>	<p><b>Screening Students:</b> We have an COVID screening app the parent will fill out and submit before 7:00am. A staff member will be at each entrance checking to make sure the form was submitted each day as well as take the temperature of the child before they enter the building as a second line of screening.</p> <p><b>Entry:</b>  <b>K-2<sup>nd</sup> Grade</b> – will enter in the south doors and use the south stairwell  <b>4<sup>th</sup>-5<sup>th</sup> Grade</b> – will enter the west doors and use the center stairwell  <b>3<sup>rd</sup>-6<sup>th</sup> Grade</b> – will enter the breezeway doors and use the north stairway  <b>7<sup>th</sup>-8<sup>th</sup> Grade</b> – will enter the main school doors. 8<sup>th</sup> will use the junior high stairway and 7<sup>th</sup> will use the downstairs of the north stairway</p> <p>Students will hand sanitize upon entering the building.</p> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>• Staff are required to report to the principal or administrator when they may have been exposed to COVID-19.</li> <li>• Staff are required to report to the principal or administrator when they have symptoms related to COVID-19.</li> </ul> <p>Staff members are not responsible for screening other staff members' symptoms.</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> </ul>	<p>Visitors/Volunteers will be unable to work in the schools, or complete volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a> . Individuals may remove their face coverings while working alone in private offices.	<p>The infographic is titled 'Face Coverings, Face Shields, and Clear Plastic Barriers'. It features three columns, each with an illustration and a text description. The first column shows a person wearing a face covering with the text: 'Face covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.' The second column shows a person wearing a face shield with the text: 'Face shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.' The third column shows a clear plastic barrier with the text: 'Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often.'</p>
<input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a> .	
<input checked="" type="checkbox"/> 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 should not be left alone or unsupervised;</li> <li>○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </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>	<p><b>Face Shields:</b> Face shields will be provided for all staff.</p> <p>Face shields or face coverings will be <b>required</b> for any staff who works with multiple cohorts throughout the day. (ie, Resource Room Director, Recess Monitors, Secretary, Principal, Librarian, Computer, Art and Music teachers.</p> <p>Face shields or face coverings will be <b>required</b> for teachers.</p> <p>Face coverings or clear face shields will be required for children kindergarten through 8<sup>th</sup> grade.</p> <p>If a child needs a break, they will have a place in the room that will be socially distanced from others.</p>
<input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <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 checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> </ul>	
<input checked="" type="checkbox"/> For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.	
<input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:               <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.</li> </ol> </li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> <li>• 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: <ul style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>○ 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,</li> <li>○ 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.</li> </ul> </li> <li>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.</li> </ul> </li> <li>☒ 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.</li> <li>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</li> </ul>	

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students/staff showing symptoms will be isolated in our sick bed area. A clear divider will be drawn to isolate the space</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> </li> <li>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li>☒ 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 <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ 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).</li> <li>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> </ul>	<p>while still allowing for supervision. The student will wear a mask while in the space unless having shortness of breath. The school secretary will wear a face shield and face covering while monitoring symptoms and waiting for the parents to arrive.</p> <ul style="list-style-type: none"> <li>• Students will be escorted to the exterior doors upon parent's arrival and the sick bed area will be sanitized.</li> <li>• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition as to not unduly worry a student or family.</li> <li>• Staff will maintain student confidentiality as appropriate. Daily logs must be maintained containing the following: <ul style="list-style-type: none"> <li>○ Name of students sent home for illness, cause of illness, time of onset; and</li> <li>○ Name of students visiting the office for illness symptoms, even if not sent home.</li> </ul> </li> <li>• Staff and students with known or suspected COVID-19, or <u>displaying COVID-19 symptoms per current OHA guidance, CDC guidance or LPHA guidance</u>, cannot remain at school and should return only after their symptoms resolved and they are physically ready to return to school. No case can they return before: <ul style="list-style-type: none"> <li>○ The passage of 14 calendar days after exposure; and</li> <li>○ Symptoms are improving</li> </ul> </li> </ul>



## 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>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ 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</li> </ul> </li> </ul>	<p>*We are a private school</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>prior to the first day of attendance, but not prior to the first calendar day of the school year.</p> <ul style="list-style-type: none"> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> <p><input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p> <p><input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</p> <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p><input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</p> <p><input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</p>	<p>Students will be marked present if they attend class (CDL) for the entire class period. If the child is not present for half of it, they will be marked a half-day absent. The teachers and school will stay in communication with the parents and child if the student is missing class.</p> <p>The teacher will be in communication with the CDLs daily to make sure they are understanding material and to provide support.</p>

**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input checked="" 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 checked="" 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 checked="" 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 checked="" 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>	<p>*We are a private school</p>

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a family technology and connectivity survey.</li> <li>• Create a Chromebook checkout sheet</li> <li>• Assign 1 to 1 Chromebook for grades 3-8</li> <li>• Develop health protocols</li> </ul>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input checked="" type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input checked="" type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li><input checked="" type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input checked="" type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Handwashing:</b> : All students will have access to handwashing or hand sanitizer before eating lunch, handwashing after lunch. Opportunity for frequent handwashing will be provided throughout the school day. All restrooms will be sanitized mid-day.</li> <li>• <b>Safety Drills:</b> All classes will be physically distanced while outside and upon reentering the building.</li> <li>• <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li>• <b>Events:</b> In person field trips will be cancelled. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in virtual format or designed in a manner that allows appropriate physical distancing to be maintained throughout.</li> <li>• <b>Transitions/Hallways:</b> A schedule will be made so that only one cohort is in a hallway at a time.</li> <li>• <b>Classroom lineup:</b> students will line up in the classroom, hallway, or outside with 6ft distance by cohort group.  Lineup areas will be marked with visual cues to indicate adequate physical distance.</li> <li>• <b>Personal Property:</b>  Each class will have a limit on the number of personal items brought to the building. A list will be sent home of allowable items (ie. Refillable water bottles, supplies, headphones, books etc). These items must be labeled at home and not shared with other children.</li> <li>• <b>Restrooms:</b> <ul style="list-style-type: none"> <li>○ K-2 will use the bathrooms in their hall</li> <li>○ 3-6 will use the bathrooms in their hall</li> <li>○ 7-8 will use the bathrooms by their rooms</li> </ul> Cohorts will have scheduled time to use the bathrooms and there will be scheduled sanitizing mid-day. </li> </ul>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.               <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ 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.</li> </ul>	<p><b>Screening Students:</b></p> <p>The students’ parents will fill out a form on an app for each of their children answering the questions about illness and will submit that form before 7:00am each morning. In addition, the staff member at the door will visually screen the student and make sure the parent has submitted the form. These forms will be part of our daily student/cohort logs.</p> <p><b>Entry</b></p> <p><b>Floor markers will be outside of each entrance to facilitate physical distance.</b></p> <p><b>K-2</b> – Enter the south doors</p> <p><b>4-5</b> - Enter the west doors</p> <p><b>3-6</b> – Enter the Breezeway doors</p> <p><b>7-8</b> – Enter the main school doors.</p> <p>Staff members will be at each entrance to welcome, screen students and fill in the daily log.</p> <p>Hand sanitizer will be available at each entrance. Pens will not be shared.</p> <p>Parents will drop off only except the first three days of school when kindergarten parents will be allowed to walk children to their entrance.</p> <p><b>Drop off/Pick up</b></p> <p>Parents will stay in their vehicle during these times. They will be in the carpool route and will have limited to no close contact with other parents or students. The expectations and procedures will be emailed to parents.</p> <p><b>Screening Staff</b></p> <ul style="list-style-type: none"> <li>• Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>• Staff are required to report to administrator when they have symptoms related to COVID-19.</li> <li>• Staff members are not responsible for screening other staff members for symptoms.</li> </ul> <p><b>Dismissal</b></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	Cohorts will remain in their classrooms. Carpool numbers will be displayed on their screens and students will be dismissed when they see their number.

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> <li>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating:</b> Students will be seated in a hexagonal pattern to maximize space. Seating will be assigned and children will be at the same seat each day.</li> <li>• <b>Materials:</b> Student supplies will be kept in their desk and there will be no shared supplies. Any class tool that could be used by multiple people will be sanitized between uses. Hand sanitizer and tissues will be available in the classrooms and other spaces used by students.</li> <li>• <b>Handwashing:</b> Signage will be posted to remind students and staff of proper hand washing. Teachers will teach and remind children about proper hand washing and respiratory etiquette often.</li> <li>• <b>Furniture:</b> All upholstered furniture and soft seating will be removed from the classroom and other spaces.</li> <li>• <b>Classroom procedures:</b> Students will have personal desk space. <b>3<sup>rd</sup>-8<sup>th</sup> graders</b> will have personal lockers physically distanced. Shared restroom passes will not be used. All shared spaces (i.e. computer lab, library, gymnasium etc.) will be cleaned between cohort use.</li> <li>• <b>Signage:</b> Each class and hallway will have visual aids to illustrate traffic flow, appropriate spacing, assigned seating etc.</li> <li>• <b>Environment:</b> When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom may hold class outside when possible and will encourage students to spread out.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ 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>☒ 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>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Classes will use the playground on staggered schedules throughout the day.</li> <li>• The play structure and any equipment will be sanitized between cohorts.</li> <li>• Each cohort will have their own playground supplies (i.e. balls, jump ropes etc).</li> <li>• Students must wash hands before and after each recess.</li> <li>• Cleaning requirements must be maintained.</li> <li>• Staff will be encouraged to maintain 6 ft. of distance when in common areas like the copy room. We do not have a staff room.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ 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>	

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ 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>☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>● At this point we don't have staff to serve our hot lunches so we will have students just bring cold lunches every day.</li> <li>● Students will either wash hands for 20 seconds or hand sanitize before eating lunch. They will wash hands after eating lunch.</li> <li>● Cohorts are paired 1<sup>st</sup>/2<sup>nd</sup>, 3<sup>rd</sup>/4<sup>th</sup>, 5<sup>th</sup>/6<sup>th</sup>, 7<sup>th</sup>/8<sup>th</sup>. In each pairing, one cohort will eat in their classroom and the other will eat in the lunchroom physically distanced with marks on the tables. They will alternate each week.</li> <li>● The lunchroom will be sanitized between each cohort.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.</li> </ul> </li> </ul>	<p>We do not have bus service. Our students are brought to school by their parents.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> <li>☒ 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>☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li>☒ 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>☒ 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>	

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ 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>☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</li> <li>☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li>☒ Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>● All frequently touched surfaced (door knobs, hand rails, drinking fountains etc.) will be sanitized everyday mid-day and at the end of the day.</li> <li>● Classroom surfaces that are touched frequently will be cleaned between uses, or mid-day and end of the day following the CDC guidelines.</li> <li>● Ventilation systems will be checked and maintained by maintenance staff.</li> </ul>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> <li><input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<ul style="list-style-type: none"> <li>● Sick kids will be brought to our sick bed area and isolated while still be monitored and visible by office staff.</li> </ul> <p>Parents from our school community who are nurses or doctors have volunteered to participate on our team to help with our health services.</p>

## 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>This does not apply to us.</p>

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.               <ul style="list-style-type: none"> <li>● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> </ul> </li> </ul>	<p>We are working on the protocols for these emergency procedures.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <ul style="list-style-type: none"> <li>☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</li> <li>☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li>☒ Drills should not be practiced unless they can be practiced correctly.</li> <li>☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> <li>☒ 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).</li> <li>☒ 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.</li> </ul>	

**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>☒ 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>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li>☒ 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>☒ 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>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>We typically do not have students who escalate behaviorally to the extent mentioned on the left. Our staff is aware of how to handle students who are struggling whether it is handled in the classroom or with the support of the principal.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> <li>● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> </ul> <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p><b>Protective Physical Intervention</b></p> <p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>We have reviewed the toolkit.</p> <p>We have made connection with our LPHA to establish communication channels.</p>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	<ul style="list-style-type: none"> <li>Identify baseline absentee rates to determine if rates have increased by 20% or more.</li> <li>Temporarily dismiss students attending K-8 school if they are ill.</li> <li>We will assess our absences each morning and communicate with our LPHA if we have two or more experiencing the same symptoms.</li> <li>We will modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li>We will move to temporary distance learning if a class(es) or school has to close.</li> </ul> <p>Our school does not follow the state lunch program. We will not be offering meals to our students.</p> <p>We will communicate with families what criteria must be met in order to return to On-Site instruction.</p>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" 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>We will plan instructional models that support all of our learners if we move to distance learning during an outbreak.</li> <li>We will clean and sanitize thoroughly following the CDC guidance before reentering.</li> </ul> <p>We will follow the LPHA guidance when we begin to bring students back into On-Site instruction.</p>



### ASSURANCES

*This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.*

*This section does not apply to private schools.*

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

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.

	<b>4. Equity</b>
	<b>5. Instruction</b>
	<b>6. Family, Community, Engagement</b>
	<b>7. Mental, Social, and Emotional Health</b>
	<b>8. Staffing and Personnel</b>

### Assurance Compliance and Timeline

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

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