**OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Updated 1/19/2021

Under ODE’s ***Ready Schools, Safe Learners*** guidance, each school[[1]](#footnote-1) has been directed to submit a plan to the district[[2]](#footnote-2) 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[[3]](#footnote-3) parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model*.

1. Please fill out information:

| **SCHOOL/DISTRICT/PROGRAM INFORMATION** | |
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| Name of School, District or Program | Willamette Valley Christian School |
| Key Contact Person for this Plan | Debbie Tipton |
| Phone Number of this Person | 503-393-5236 |
| Email Address of this Person | dtipton@wvcs.org |
| Sectors and position titles of those who informed the plan | Administrator/Principal, Vice Principal, Middle School Teacher |
| Local public health office(s) or officers(s) | Marion County Health and Human Services |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Debbie Tipton |
| Intended Effective Dates for this Plan | 2/8/2021 |
| ESD Region | Willamette |

1. 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.

| Multiple letters have been sent to our school families informing them of our plans for the school year and what school will look like. The feedback that we have received has been positive; however some students will continue with Comprehensive Distance Learning after we open up. |
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1. Select which instructional model will be used:

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|  | **On-Site Learning** |  |  | **Hybrid Learning** |  |  | **Comprehensive Distance Learning** |

1. 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).
2. 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 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

\* **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.** |
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| **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.**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Comprehensive%20Distance%20Learning%20Requirements%20Review.pdf) **Please name any requirements you need ODE to review for any possible flexibility or waiver.** |
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| **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.** |
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***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.***

| **""** | **1. Public Health Protocols** |
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**1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744(3)(g)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961).   * OSHA has developed a [risk assessment template](https://osha.oregon.gov/OSHAPubs/pubform/exposure-risk-assessment-form.docx). | **A risk assessment has been conducted and is on file.**  **Measures to Limit Spread of Disease**   * Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. When soap and water are not available, hand sanitizer that contains at least 60% alcohol will be used (for staff and older children who can safely use hand sanitizer). * Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. When soap and water are not available, hand sanitizer that contains at least 60% alcohol will be used.   **Infection Control Plan**   * All employees are required to wear face masks, coverings, or shields. Masks are provided as well as hand sanitizer, gloves, disinfecting wipes and spray. * PPE will be reordered when needed. * Air purifiers have been installed in each classroom and office where more than one person works. * All employees are required to wear face masks, coverings or shields while in a room with others and going to and from rooms. * Employees have all been trained to report to the administrator as soon as they suspect they may have COVID-19. The training was provided virtually to avoid exposure. They have been instructed to self-check their own health each day, being cognizant of COVID-19 symptoms. * Training has been provided via faculty meetings and professional development virtually.   **Designated Personnel**  Designating staff for specific roles is important to ensure appropriate control measures are observed in a consistent manner and to ensure that data collection is accurate and appropriate.  **Designated COVID-19 Points of Contact**   * Designated staff will be responsible for responding to specific COVID-19 concerns within the school, as appropriate; this will be the principal, Debbie Tipton, who will work with the Nurse Consultant, Rebecca Chapin. * Debbie Tipton has been designated to establish, support, and enforce all RSSL health and safety requirements. As soon as a presumptive or positive COVID-19 case is reported, the cohort that it affects will be quarantined for 14 days beyond the last date of exposure. She will furnish LPHA all required information about the cohort involved. * A form has been created that allows a person to either be named or remain anonymous voicing concerns that students and faculty may have. They will be reviewed at least weekly by the administrator. * Designated faculty and staff have been assigned for screening and isolation of ill persons, and appropriate data collection/data entry retrieval as needed. Middle and high school teachers in the portable buildings will be responsible for this upon entry first thing each morning at the start of school. Other building screening will be performed by the following: Early Learning, Scarlett Brandt, Before School Care, Crystal Myers and Debbie Tipton, & Jeni Norbo. * Designated office personnel will be assigned to supervise the isolation room. * Designated office personnel will be assigned to facilitate tracking of documents of individuals entering and leaving school and classrooms. * Designated staff will be specifically trained to enforce social distancing during peak hours, such as arrival and departure times. * Designated staff will be identified to provide visual screening of all individuals entering the school each day. * Debbie Tipton will be responsible for all grade levels. She will use the 24/7 Disease Reporting line if any cluster of any illness affects a large number of the same cohort. * WVCS uses FACTS SIS software for our attendance logs. We plan on making detailed notes in our attendance logs about if students are “attending” off campus so they can be used to show physical interactions between the students. In the event that we need to provide all logs, we are able to track by cohort and keep track of the daily interaction with accuracy. Our students will spend the majority of their time in contained classrooms with bathroom logs and physical distancing protocol followed. In the event that a cohort is recommended for quarantine, we will be able to adhere within 24 hours due to our staff training and expectations given during in-service. * Debbie Tipton will ensure that the school provides updated information regarding current instructional models and student counts on a weekly basis.   **Staff Training**   * All staff will be trained on identification of concerning or excludable symptoms to determine when a student should be referred to the office for further symptom screening and isolation. * All staff will be trained and advised on the logistical, operational, and physical changes in the building to maintain infection control and appropriate cohorting and physical distancing. * Designated staff will be trained on appropriate procedures for complete symptom screening, isolation, and enforcement of social distancing.   • Custodial staff will be trained to increase sanitation measures as appropriate in shared spaces and isolation spaces.   * Training will be conducted virtually, or social distancing will be maintained during training periods while social distancing orders are in place.   **Communication Systems**   * Communication has gone out to parents in the form of a letter, instructing them to notify the school immediately if a child has contracted COVID-19. * The nurse consultant, Rebecca Chapin will work with the Local Health Department to provide administration with a letter to share with appropriate student families and staff, to inform those who have had close contact with a person diagnosed with COVID-19, to stay home and self-monitor for symptoms.   **Direct Communication**  Health promotion material will be sent in advance of school reopening, specific to COVID-19   * In addition to posting exclusion criteria on web pages and in newsletters, families will be advised on policies related to sick students, potential home isolation criteria, and student exclusion criteria. * Families and staff will receive communication on logistical changes for arrival and departure, physical distancing, schedule changes, and non-pharmaceutical interventions employed. * Age-appropriate instruction will be given to encourage positive hygiene behaviors.   Families will be advised to report if:   * Their student has symptoms of illness, * Their student has had a positive test for COVID-19 * Their student was exposed to someone with COVID-19 within the last 14 days.   The staff point of contact to the best of their ability, will attempt to obtain:   * Date of onset of illness * Date of positive test, if applicable * Last day of exposure of confirmed case * List of household contacts * Last day present in school building * **Staff should not advise other staff or families of potential exposure.** * **Confidentiality should be strictly observed.**   **Staff Communication**  Staff will be given the opportunity to self-identify as high risk. Staff will be advised to report to administration if they:   * Have symptoms of COVID-19, * Have had a positive test for COVID-19, * Were exposed to someone with COVID-19 within the last 14 days. * Sick staff members or students should not return until they have met the criteria to discontinue home isolation.   **Communication Regarding Confirmed Cases**   * The LPHA is Marion County Health & Human Services. Our Consulting Nurse is Rebecca Chapin. Our Administrator, Debbie Tipton will be responsible for reporting 24/7. Her phone number is: 503-494-7606. She will use the 24/7 Disease Reporting line and call (503) 588-5621 with any confirmed cases. We will be contacted by one of the team members from MCH&HS school department for further directions. Any affected cohort will go into quarantine until further notice. Systematic disinfection of classrooms, offices, bathrooms, and hallways will be implemented immediately.   **Communication Protocol**   * Debbie Tipton, Administrator/Principal will be responsible for all communications that will be sent out to school families, board and staff. This communication includes informing parents and all exposed students and adults within 24 hours and advise them to quarantine at home for 14 days following exposure and to seek testing should symptoms develop, or as directed by Marion County Health & Human Services. * Julie Shackelton, Office Manager will be responsible for calling specific parents when they have a child who is sick and needs to go home. * Jeni Norbo, Office Receptionist will be responsible for assisting Julie Shackelton, when needed in calling specific parents when they have a child who is sick and needs to go home.   **Screening Students and Staff Protocol**  Parents will be provided a Parent Symptom Screening Algorithm and be advised to screen their students prior to sending to school. Parents will be advised on all clinical circumstances in which students should not attend school and when children will be excluded from school. Families and staff will additionally be provided with COVID-19 symptom checkers to use as tools to determine follow up. School staff should not provide medical advice.  Each day, upon entry to a building each student will be visually screened for the primary symptoms of Covid-19: Cough, fever, chills, shortness of breath, or new loss of taste or smell by a qualified staff member. A daily log will be kept for each cohort in the school. Should a student display any of these symptoms upon arrival to school or any time during the school day, they will be asked to go to the office where parents will be called to pick them up and take them home. They will be put in isolation until the parent arrives. Should a staff member develop these symptoms, he/she is to report to the administrator and will be sent home.  Any student or staff that has diarrhea or has vomited will be put in isolation and sent home and not return for 24 hours after symptoms have subsided.  Other Covid-19 symptoms that may occur are muscle or body aces, nausea, fatigue, congestion or runny nose. These are not necessarily criteria for exclusion at school.  Students and staff who have conditions that cause chronic symptoms, such as asthma, allergies, etc. will not be automatically excluded from school. If a student or staff has these conditions, they will be recorded in our SIS program- FACTS SIS.  Students or staff with a chronic cough that has worsened or is not well controlled with medication should be excluded from school unless they have a doctor’s diagnosis that deems them not to be contagious.  **Daily Logs**  All staff will be trained in the importance and requirement of daily logs. Those middle and high school teachers who have a 1st period class will be responsible for keeping each daily log for the purposes of contact tracing. Elementary students will be logged in either at the gym when they enter for childcare or at the front door of the school when they first enter the building. The daily log will contain the child’s name, drop off/pick up time, parent/guardian name and emergency contact information, and all staff that interact with each stable cohort.  Every log will be maintained for 4 weeks after the completion of the term.  **Record of Anyone Entering the Facility**   * All visitors are to report to the office, however during this time we are discouraging visitors to come on campus. * Should a parent need to come in, a log will be kept in the office by Julie Shackelton recording the person’s name, contact information, date of visit, and time of entry and exit. This log will be maintained for a minimum for 4 weeks after completion of the term.   **Isolation Measures**   * When students are identified with restrictable diseases or excludable symptoms, they should be separated from the well-population, in an appropriate space until they can be dismissed to go home. * A space has been designated as the isolation area, which will contain face coverings, sanitation wipes and hand sanitizer. Students and staff who develop symptoms such as a cough, fever, chills, shortness of breath, difficulty breathing, new loss of taste or smell will be given a face covering to wear and isolated in this space away from others. Students & staff will self-administer an antigen COVID-19 test if they have a consent form in their file. They will be sent home as soon as possible. The space will be thoroughly cleaned and sanitized after each use. Ill students and staff must wear face coverings unless they are nauseas, struggling to breathe, or in distress. * Students, who don’t display COVID-19 symptoms, but have other health issues will sit either in the office or just outside the office.   **Environmental Management**  All students and staff will use hand sanitizer upon entry to a building every day. Students will be monitored by the staff responsible for their cohort daily log. Students will also wash their hands before snack and lunch each day. Most classrooms have sinks in them and students can use those before they leave the classroom. For those that don’t have sinks, students will be assigned to a designated restroom to wash their hands. The teacher will observe each day if the students washed their hands before eating.  After students and staff use the restroom, they are required to wash their hands. Elementary students will receive training at the beginning of the year. Middle and high school students will be also be trained upon return to campus.  Routine cleaning and disinfecting will take place to prevent the spread of the disease.   * Restrooms will be sanitized every two hours during the school day, by the janitor. This includes faucet handles, toilet handles, counters, sinks, and door handles. Cleaning supplies are kept in the janitorial closet, away from children. * Playground equipment will be sanitized mid-morning and after lunch. The equipment will be sanitized by the janitor and the supplies will be kept in a closet away from the reach of students. * Any time a cohort leaves a room, desks will be sanitized, as well as doorknobs. Each classroom teacher is responsible for this. Each classroom will have sanitizing supplies in them. * Tables in the high school cafeteria will be sanitized after each cohort’s use, each day. The teacher aid on duty will clean the tables and supplies are kept in the cafeteria. * If a cohort has been infected with Covid-19, the rooms they have been in will be thoroughly sanitized including all surfaces. Teachers will clean desks and doorknob and the janitor will clean the rest of the room. Each classroom will have cleaning supplies in them. * If the school must close due to Covid-19 infections, no one will be allowed in the building until it has been disinfected. The janitor will be responsible for sanitizing the entire school. Supplies are kept in the janitor’s closet.   **Shared Objects**  All staff will:   * Discourage sharing of items that are difficult to clean or disinfect. * Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas. * Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (assigning each student their own art supplies, equipment, or desk) or limit use of supplies and equipment by one group of children at a time, and clean and disinfect between uses. * Avoid sharing electronic devices, toys, books, and other games or learning aids. * Secondary students will not have lockers and will need to carry their belongings in a backpack with them.   If individual supplies are a challenge, ensure at a minimum, students who are immunocompromised or in otherwise vulnerable populations for COVID-19 illnesses will have their own supplies.  **Water Systems**   * To minimize the risk of diseases associated with water, we will take steps to ensure that all water systems (sinks and drinking fountains) are safe to use after a prolonged facility shutdown. Drinking fountains will be cleaned and sanitized, but we encourage staff and students to bring their own water to minimize use and touching of water fountains.   **Physical Distancing and Protection**  Each room has been measured, allowing 35 square feet per person in classrooms, cafeteria, and gym. We will strive to keep students 6 feet apart from each other.   * Classrooms: Classrooms have been measured to determine capacity at 35 square feet per person. All classrooms will have desks placed 6 feet apart from each other and will be reminded by the teacher should they get out of their area. Elementary students will remain in the same classroom for most of the day. Middle and high school students will rotate to different classrooms for their classes with their cohorts during 70-minute periods. Math classes will have different cohorts. Desks and high-touch surfaces will be disinfected between cohort groups. * During chapel and assemblies, secondary students will sit on the bleachers in the gym. Chapels are scheduled on Fridays with 3 separate chapels for each cohort for middle school and 2 for each cohort in high school. These will take place in the high school cafeteria. Elementary students will watch chapel on the TV screen in the classroom. * During lunch: Students will sit in their cohorts at tables or desks in the cafeteria, spaced 6 feet apart. There will be staggered lunches, to not have a large group in one space at a time. * Middle and high school passing time: Passing time is 5 minutes, allowing enough time to get to their next class. The hallways are outside, so routes have been established so that they will not be passing another group of students at the same time or standing in line waiting. Students will be on an A/B schedule to minimize passing each other; high school students are on campus on A day and middle school students are here on B day. * Elementary only has a few passing times and those will be staggered to prevent passing another class in the hall. Halls will be marked with directional traveling arrows to indicate a specific path to follow. Vinyl dots are placed on the carpet and walls to indicate 6 ft. of distance. * Restroom use: High school and middle school have individual restrooms in several of the portable buildings, so only two people can be in that area at a time. Elementary teachers will need to only let 2 students out of class at a time to use the restroom, instructing them to use every other stall and to have one person at a time wash their hands. Teachers will need to train students on this. * Arrival time: If students arrive at school between 6:00 a.m. and 7:45 a.m., they will report to the elementary gym and get visually checked. At 7:45, middle and high school students will be dismissed to their classrooms. They will be visually checked again for that cohort as they enter the classroom from the outside. * Dismissal times: Elementary students will be dismissed at 3:00 p.m. and will go outside with their teacher to go home with parents. Teachers will strive to maintain 6 feet between students while out there. Middle school students will be dismissed at 3:00 on a different area of the campus; they will not mix with the elementary students unless they are siblings. High school will dismiss at 3:05 and will not interact with any of the other students unless they are siblings. * During PE: Activities will be planned to allow students to be 6 feet apart from each other in their stable cohort. They will have the entire gym for the class.   **Outbreaks**  Any cluster of any illness must be reported to the administrator, who will then report to the LPHA, using the Planning for COVID-19 Scenarios in Schools as a resource. See section 3a. |
|  | Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. |  |
|  | Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association (OSNA) COVID-19 Toolkit](https://www.oregonschoolnurses.org/resources/covid-19-toolkit).   * Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744(3)(h)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961). * OSHA has developed a sample [infection control plan](https://osha.oregon.gov/OSHAPubs/pubform/infection-control-plan.docx). |  |
|  | Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the ***Ready Schools, Safe Learners*** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. |  |
|  | Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. |  |
|  | 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. |  |
|  | Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. |  |
|  | Protocol to notify the local public health authority ([LPHA Directory by County](https://www.oregon.gov/oha/ph/providerpartnerresources/localhealthdepartmentresources/pages/lhd.aspx)) of any confirmed COVID-19 cases among students or staff. |  |
|  | Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. |  |
|  | Process to report to the LPHA any cluster of any illness among staff or students. |  |
|  | Protocol to cooperate with the LPHA recommendations. |  |
|  | Provide all logs and information to the LPHA in a timely manner. |  |
|  | Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |  |
|  | Protocol to isolate any ill or exposed persons from physical contact with others. |  |
|  | Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). |  |
|  | Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](https://www.oregonschoolnurses.org/resources/covid-19-toolkit).   * If a student(s) is part of a stable cohort(a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. * If a student(s) is not part of a stable cohort, then an individual student log must be maintained. |  |
|  | Required components of individual daily student/cohort logs include:   * Child’s name * Drop off/pick up time * Parent/guardian name and emergency contact information * All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student |  |
|  | Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.   * See supplemental guidance on LPHA/school partnering on [contact tracing](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/LPHA%20Capacity%20Needs%20and%20Contact%20Tracing.pdf). * Refer to [OHA Policy on Sharing COVID-19 Information](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Sharing%20COVID%20Information%20with%20Schools.pdf) |  |
|  | 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-School-Status.aspx) 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** |
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|  | Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. | All students and staff are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.  **Staff:**   * All redeployed **teachers** will have the option to teach via online instruction. * All redeployed classified staff will have the option to perform maintenance projects, custodial work, office work without student/staff contact.   **Students:**   * Students who are identified as vulnerable, either by a physician, or parent/guardian notification, will participate via online (Zoom/Google Classroom) either by watching the class in real time or the recorded session. * Students who are on academic plans will continue to receive services through Gervais School District. * The school will be in close contact with families, communicating about health concerns, creating a plan with the assistance of their doctor.   **Visitors/Volunteers:**   * Visitors/volunteers will not be able to work in the school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. |
| **Medically Fragile, Complex and Nursing-Dependent Student Requirements** | |
|  | All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](https://www.oregonlaws.org/ors/336.201)) defines three levels of severity related to required nursing services:   1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. |
|  | Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Community%20and%20School%20Health%20Responsibilities%20Regarding%20FAPE%20during%20CDL%20and%20Hybrid%20Instructional%20Models.pdf). |
|  | 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:   * Communicate with parents and health care providers to determine return to school status and current needs of the student. * Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. * Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. * The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](https://www.oregonschoolnurses.org/resources/covid-19-toolkit). * Service provision should consider health and safety as well as legal standards. * Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf). * 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. |

**1c. PHYSICAL DISTANCING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.   * Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. | **Overall:**   * Remove extra furniture to make more room. * Remove fabric-covered furniture. * Assign seating to maximize physical distancing and minimize physical interaction.   **Capacity for elementary school settings:**   * Gym/Cafeteria (used for lunch and PE daily) 6,140 usable sq/ft: no more than 175 people. * Computer lab – 843 sq/ft – maximum 24 people * Classrooms – 3 rooms @ 641 sq/ft – maximum 17 people; 1 room @ 500 sq/ft at 14 people maximum; 1 room @ 390 sq/ft at 11 people maximum * Pre-school classrooms - 560 sq/ft – 16 students in each room with one teacher   **Capacity for middle/high school settings:**  The capacity for each room includes both students and staff.   * Gym (used for PE daily) 8,000 usable sq/ft: no more than 228 people. * Cafeteria (used for lunch and classroom daily) 1,000 usable sq/ft no more than 28 people. * Middle school cafeteria/gym 6,140 usable sq/ft maximum 175 people * Classrooms:   2 rooms @400 usable sq/ft maximum 11 people  3 room @535 usable sq/ft maximum 15 people  1 room @ 459 usable sq/ft maximum 13 people  1 room @ 503 usable sq/ft maximum 14 people  1 room @ 776 usable sq/ft maximum 22 people  1 room @ 648 usable sq/ft maximum 18 people  1 room @ 843 usable sq/ft maximum 24 people  **Student population by level and grade:**  Elementary (total students: 91)  Preschool 22  Kindergarten 12  1st grade 16  2nd grade 15  3rd/4th grade 10  4th/5th grades 16  Middle School (total students: 39)  6th grade 14  7th grade 11  8th grade 14  High School (total students: 50)  9th grade 9  10th grade 13  11th grade 12  12th grade 16  **Music teacher**: schedule rotations into classrooms for music instruction. Worship Team activities limited or conducted with at least 12 feet between students.  **PE Instruction:** schedule PE classes in the gymnasium, outside; provide enough time for cleaning and sanitization between groups if using common spaces. |
|  | Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. |
|  | 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. |
|  | Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). |
|  | Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. |
|  | Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. |

**1d. COHORTING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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.   * The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. | **In-building cohorts:**  **Kindergarten – 5th Grade Cohorts**   * These stable cohorts (i.e., Preschool, Kindergarten, 1st grade, 2nd, 3rd & 4th, 4th & 5th grades are maintained throughout the year and for each specialized area.   **6th - 8th grades**   * 6th, 7th & 8th grades will each be an individual stable cohort.   **High School**   * 9th & 10, and 11th & 12th grades will each be a stable cohort, including lunch.   **Middle School Lunch Cohorts**   * 6th, 7th & 8th grades will eat in separate classrooms.   **High School Lunch Cohorts**   * 9th and 10th grade will eat in the cafeteria the first ½ of the lunch period and then go play in the gym for the 2nd half. * 11th and 12th grades will play in the gym the first ½ half of lunch time and switch to eat lunch the second half.   **Staff Interaction with Cohorts**   * Middle school staff will interact with 1 – 2 cohorts per day, 2 days per week. * High school staff will interact with 1 – 4 cohorts per day, 2 days a week. * Elementary staff, including aides, music and PE teachers will interact with no more than three cohorts per day. |
|  | Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[[4]](#footnote-4), unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. 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. |
|  | Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). |
|  | Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. |
|  | Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. |
|  | Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[[5]](#footnote-5), and peers. |
|  | Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. |
|  | Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. |

**1e. PUBLIC HEALTH COMMUNICATION AND TRAINING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. | All staff and faculty have been trained, virtually, before coming to in-person instruction. Training will be an ongoing event during virtual faculty meetings and in-service days.  Posters have been posted.  **Ongoing**: Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and must be tested if symptoms (e.g., fever, cough, shortness of breath, new loss of taste or small) develop. Student or staff must isolate for 10 days after symptoms first appeared **and** until **24** hours after fever has resolved, without using fever-reducing medicine, **and** other symptoms are improving.  **Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.**  Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are  not considered symptomatic of COVID-19.  When a case has been diagnosed, parents and students will be informed immediately about it and the cohort will go into quarantine. |
|  | Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#_8b._Public_Health) of the ***Ready Schools, Safe Learners*** guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. |
|  | Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744(3)(d) and (e)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961). |
|  | Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.   * 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. * OSHA has developed a [model notification policy](https://osha.oregon.gov/Documents/Model-COVID-19-Notification-Policy.docx). |
|  | 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. |
|  | Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. |
|  | Provide all information in languages and formats accessible to the school community. |

**1f. ENTRY AND SCREENING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Direct students and staff to stay home if they have COVID-19 symptoms**.** COVID-19 symptoms are as follows:   * 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. * Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). * 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 [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/documents/commdisease.pdf). * Emergency signs that require immediate medical attention:   + Trouble breathing   + Persistent pain or pressure in the chest   + New confusion or inability to awaken   + Bluish lips or face (lighter skin); greyish lips or face (darker skin)   + Other severe symptoms | * Parents have been communicated with regarding that students should stay home when they have COVID-19 symptoms. They have been sent a poster outlining a daily check of symptoms.   **Screening Students**: Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office. \*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.  Entry Elementary School   * Students enter from elementary gym and playground to classroom doors. * Students will wash hands/sanitize in classrooms upon entry.   Entry middle and high school students   * Students sanitize hands before entry to classrooms. * If students are coming for before school care, they will enter into the elementary gym and go onto the stage until 7:45. Otherwise they will enter into the classroom that is their 1st period class.   Screening staff:   * Staff are required to report to the administrator when they may have been exposed to COVID-19. * Staff are required to report to the administrator when they have symptoms related to COVID-19. * Staff members are not responsible for screening other staff members for symptoms.   Anyone displaying symptoms will be isolated and parents will be notified to come take the student home. Staff will report any symptoms and will also go into isolation and be sent home immediately. |
|  | Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.   * Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
|  | 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 “Planning for COVID-19 Scenarios in Schools” and](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf) the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf). |
|  | 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. See the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf). |
|  | 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. |

**1g. VISITORS/VOLUNTEERS**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Restrict non-essential visitors/volunteers.   * Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. * Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. | * Visitors/volunteers will be unable to work in school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. * Essential visitors must wash and sanitize their hands upon entry and exit. They will maintain social distancing, wear a face covering and follow all protocols established by the school.   Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. |
|  | Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the[COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf)*.* |
|  | Visitors/volunteers must wash or sanitize their hands upon entry and exit. |
|  | Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the ***Ready Schools, Safe Learners*** guidance. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. | It is recommended that face shields are an acceptable alternative only 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.  Face masks are required for the following:   * Staff providing 1:1 student support. * Front office staff * OT, PT, staff supporting personal care, staff where direction requires direct physical contact or administering medication or providing direct physical contact. * Facial coverings are required for all staff. * Face coverings are required for all students, age 5 and above. * An exception would be those in self-contained offices. * Students and staff may remove masks briefly for eating and drinking but must re-apply mask promptly. * We will review opposition to face masks on a case-by-case basis. * Debbie Tipton will oversee determining a plan of action for those opposed to wearing a face mask based on their IEP or 504 plans. * The school will provide both child and adult size masks for everyone. * Group mask breaks will not be allowed, except when students are eating lunch or snack. |
|  | Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only 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. |
|  | Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). 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. |
|  | Face coverings should be worn both indoors and outdoors, including during outdoor recess. |
|  | 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:   * Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”   + Students must not be left alone or unsupervised;   + 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; * Provide additional instructional supports to effectively wear a face covering; * Provide students adequate support to re-engage in safely wearing a face covering; * Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. |
|  | Face masks 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.   * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
| **Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance** | |
|  | 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:   * 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 must not be left alone or unsupervised. * Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. * Additional instructional supports to effectively wear a face covering. |
|  | 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. |

**1i. ISOLATION AND QUARANTINE**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. | * A designated primary isolation room will be used for students and staff who are symptomatic. * Symptomatic students will remain at school in the isolation room until a designated adult can pick them up. They will not be allowed to return until after their symptoms resolve and they are physically ready to return to school. They may return 24 hours after fever is resolved, without fever reducing medication. In no case can they return before the passage of 10 calendar days after exposure and symptoms are improving.   Staff will maintain student confidentiality as appropriate.  Students visiting the office for a health check:   * Logs must be maintained for every student who enters the office for a health check, regardless of whether they are treated or sent home. * Logs will include: * Name of student * Reported symptoms/reason for health visit * Time of onset * Action taken * Name of staff member involved in health check * Office personnel will supervise students who are symptomatic and will need to maintain at least 6 feet of distance and wear facial coverings.   All students will have the opportunity for remote learning for purposes of health risk or if they temporarily need to be off-site for isolation and quarantine. |
|  | 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. See the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf).   * 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 if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. * 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) 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 or outside learning space, 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 nurses 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.”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf) |
|  | 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. |
|  | The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. |

| **""** | **2. Facilities and School Operations** |
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| 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). |
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**2a. ENROLLMENT**

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

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

**2b. ATTENDANCE**

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

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

**2c. TECHNOLOGY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). | * Students will have laptops provided by the school if they need one. The 1st period teacher will provide sanitation for them each day. They will be checked out through the office and remain solely in the possession of each student.   The computers in the computer labs will be sanitized by the teacher who has a class in there, after each use. |
|  | Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. |
|  | If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. | * **Handwashing:** All students will have access to hand washing before snack and lunch. Opportunity for frequent handwashingwill be provided throughout the day. Hand sanitizer will be available to supplement handwashing. * **Equipment:** All classroom supplies, PE and recess equipment will be cleaned and sanitized before use by another student or cohort group. * **Events:** Off -site field trips and events have been canceled   In-school events will be modified to follow cohorting and social-distancing guidance.   * Athletic events and practices will follow OSAA’s guidelines for social distancing and sanitation.   **Transitions/Hallways:** Hallway traffic direction markings to reduce contact. Students entering potables will go in one direction, while those entering will go another direction as to avoid contact between cohorts. Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult supervision during transitions.   * **Classroom line up:** Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions. * **Personal Property**: Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student. * **Restrooms**: Restrooms are assigned based on cohort rooms.   Visual reminders will be posted in all restrooms to encourage hygienic practices including:   * Handwashing techniques * Covering coughs/sneezes * Social distancing * Facial coverings * Covid-19 symptoms |
|  | **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. |
|  | **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. |
|  | **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. |
|  | **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). |

**2e. ARRIVAL AND DISMISSAL**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. | **Arrival and Entry:**   * **Before school care: All** students, elementary, middle and high school, who arrive before 7:45 will enter through designated doors into the elementary gym. They will be signed in, visually checked for symptoms, related questions asked, and hands will be sanitized upon entry. Middle and high school students will be dismissed at 7:45 a.m. Elementary will stay until 8:00 a.m. and then go to classrooms in a designated route according to cohort. * **Elementary:** When entering the building through the front door after 7:45, students will be visually checked, related questions asked, and hands will be sanitized. Once a student enters the classroom, the teacher will also visually check them for symptoms, sanitize hands again and log them in. * **Middle & High School**: Those students in before school care will be dismissed at 7:45 a.m. and will report to their 1st period class, where teachers will ask them the related questions, visually check for symptoms, sanitize hands and log them in.   **Dismissal**:   * **Elementary:** Students will remain in their cohorts until they are dismissed by their teacher at a designated time so as to stagger dismissal times and avoid contact with other cohorts. Kindergarten and 1st grade will go with their teacher out the front door. 2nd & 3rd will go through the elementary gym to the west exit to meet parents and 4th & 5th grade students will go through the elementary gym to the east exit to meet their parents.   After-school care students will go to the elementary gym for after school care.   * **Middle & High School:** Students will have a designated route out of their classrooms to get to the parking lot to meet parents. They will have a staggered dismissal time.   **Sign-In/Sign-In Procedures:**   * Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.   Arrivals will be greeted at the door by office staff, who will track the sign-in/sign-out procedure. |
|  | Create schedule(s) and communicate staggered arrival and/or dismissal times. |
|  | Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |
| in | 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.   * Eliminate shared pen and paper sign-in/sign-out sheets. * Ensure hand sanitizer is available if signing children in or out on an electronic device. |
|  | Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible nearall entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. |

**2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | **Seating:** Rearrange student desks and other seat spaces *s*o 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. | * **Seating:** Rooms have beenarranged with student desks and tables accommodate students to be at least six feet apart; assigned seating so students are always in the same seat. * **Materials:** Each classroom will limit sharing of community supplies when possible (e.g. scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. * **Handwashing:** Students will wash hands before each meal and frequently throughout the day. Staff will consistently teach and reinforce the need for ongoing respiratory etiquette.   **Classroom Procedures:**  All PK-5 classes will use an assigned cubby or storage space for individual student belongings: Middle and High school students will carry personal belongings.  Shared hall passes will not be used. Restrooms will be disinfected every two hours.  All shared spaces (e.g., computer lab, library, gymnasium) will be cleaned between cohort use.  Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. |
|  | **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. |
|  | **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shallbe disposed of in a garbage can, then hands washed or sanitized immediately.   * Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s [Specific Guidance for Outdoor Recreation Organizations](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le2342E.pdf)). | * Classes may use the playground for recess on a staggered schedule throughout the day. * All playground structures and equipment will be disinfected twice daily. * Students must wash their hands before and after using playground equipment. * Cleaning and sanitizing requirements must be maintained. * Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment or game at a time.   Teachers and teacher aids will need to set expectations for shared use of equipment and may need to support students with schedules for when specific equipment can be used. |
|  | After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.  For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. |
|  | Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |
|  | 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 [CDC guidance.](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) |
|  | Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
|  | Maintain physical distancing requirements, stable cohorts, and square footage requirements. |
|  | Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). |
|  | Design recess activities that allow for physical distancing and maintenance of stable cohorts. |
|  | Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
|  | Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. |

**2h. MEAL SERVICE/NUTRITION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Include meal services/nutrition staff in planning for school reentry. | **Morning Snacks**:   * All students will wash their hands either in their classroom or designated restroom. * Students will eat their snacks in their classroom. * During this time, they may remove their face coverings, but remain 6 ft. apart from each other.   **Lunch:**   * Hot lunch will not be served, students must bring their own cold lunch. Microwaves will not be used to prevent spread of the virus. * All students will wash their hands either in their classrooms or in a designated restroom. * Lunch schedules and afternoon recesses will be staggered, and students will sit in assigned seats, 6 feet apart.   **Lunch Placement:**   * PK 5th grade will eat in their classrooms. * 6th – 8th grades will eat in the classroom. They will get a staggard 15-minute break on the playground. * 9th & 10th grade students will eat first in the secondary cafeteria, while the 11th & 12th grades are in the new gym. They will switch halfway through lunch.   Staff can supervise from the doorway during lunch times.  Staff will not be eating together or will be limited to 3 eating in the same space. Staff will maintain 6 feet of distance between each other. We don’t have a faculty room or conference room for them to congregate. |
|  | Prohibit self-service buffet-style meals. |
|  | Prohibit sharing of food and drinks among students and/or staff. |
|  | At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. |
|  | Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the ***Ready Schools, Safe Learners*** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. |
|  | Students and staff 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**,** limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. |

**2i. TRANSPORTATION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Include transportation departments (and associated contracted providers, if used) in planning for return to service. | N/A |
|  | 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 ***Ready Schools, Safe Learners*** guidance). |
|  | 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. |
|  | 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.   * 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.   + 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.   + The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. * If arriving at school, notify staff to begin isolation measures.   + If transporting for dismissal and the student displays an onset of symptoms, notify the school. |
|  | 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. |
|  | 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, only as stated in Section 1h of the ***Ready Schools, Safe Learners*** guidance. |
|  | 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). |
|  | Face coverings for all students, applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings. This prevents eating while on the bus. |
|  | Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. |

**2j. CLEANING, DISINFECTION, AND VENTILATION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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 (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. | * All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than twice daily. * Follow CDC guidelines for cleaning. Disinfecting products have been selected from the EPA List. * Heating and air conditioning system filters will be cleaned and maintained by maintenance staff. * Windows will be open when possible. * Air purifiers have been installed in each classroom. |
|  | Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. |
|  | 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 [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
|  | Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. |
|  | 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. |
|  | 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.) |
|  | Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. |
|  | All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. |
|  | Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. 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. |
|  | Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. |
|  | Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC’s guidance on disinfecting public spaces](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)). |
|  | Consider modification or enhancement of building ventilation where feasible (see [CDC’s guidance on ventilation and filtration](https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance](https://www.ashrae.org/news/ashraejournal/guidance-for-building-operations-during-the-covid-19-pandemic)). |

**2k. HEALTH SERVICES**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. | * Weekly review of attendance and reported symptoms by staff and students to determine a potential increase in rates. * Report to and consult with Marion County Health & Human Services with all confirmed COVID-19 cases. * Temporarily dismiss students attending in-person learning; potential shift to distance learning for cohorts involved.   Communication will be made with families regarding criteria that must be met in order for on-site instruction to resume. |
|  | 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). |

**2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:   * Contact tracing * The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. * Quarantine of exposed staff or students * Isolation of infected staff or students * Communication and designation of where the “household” or “family unit” applies to your residents and staff | N/A |
|  | Review and take into consideration[CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/communication/toolkits/shared-congregate-housing.html) for shared or congregate housing:   * Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible * Ensure at least 64 square feet of room space per resident * Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; * Configure common spaces to maximize physical distancing; * Provide enhanced cleaning; * Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. |
| **Exception**  K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the ***Ready Schools, Safe Learners*** guidance) may operate, in consultation with their Local Public Health Authority, provided that: | |
|  | They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the ***Ready Schools, Safe Learners*** guidance and any other applicable sections, including Section 2L of the ***Ready Schools, Safe Learners*** guidance. |
|  | 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. |
|  | There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. |
|  | Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:   * Limit travel to essential functions. * Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. |
|  | Any boarding students newly arriving to campus will either:   * Complete a quarantine at home for 14 days\* prior to traveling to the school, OR * Quarantine on campus for 14 days.\*   \* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA). |
|  | Student transportation off-campus is limited to medical care. |

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | In accordance with [ORS 336.071](https://www.oregonlegislature.gov/bills_laws/ors/ors336.html) and [OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271)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.   * 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. | Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Re-entry to the building will be through an assigned entry point to reduce incidental contact.   * Students will wash their hands or use hand sanitizer before and after drills. |
|  | 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. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. | We will follow policies and procedures outlined in our handbook. Currently we do not have any students that exhibit these challenges. |
|  | Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. |
|  | 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. |
|  | 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. |
|  | Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. |
|  | 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. |
|  | 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. |

**2o. PROTECTIVE PHYSICAL INTERVENTION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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 ***Ready Schools, Safe Learners*** guidance). Single-use disposable PPE must not be re-used. | We will use disposable PPE, which is single use. Staff and students will wear cloth masks or face shields that are owned by the individual and are responsible for disinfecting them. |

| "" | **3. Response to Outbreak** |
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**3a. PREVENTION AND PLANNING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Review the “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | * Should the need arise that the school will need to close; everyone will go to distance learning. * Follow LPHA guidance regarding the return of students and staff for on-site instruction. * We have contacted the LPHA and will continue to keep communication lines open. * We will consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.   A specific emergency response framework with key people involved has been established. |
|  | Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. |

**3b. RESPONSE**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review and utilize the “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | * Depending on the scenario, students will be dismissed if there is an identified COVID-19 case or any cluster of any illness among student and staff within a cohort. * Students will continue to be offered Comprehensive Distance Learning * We will provide timely communication with staff and families. * When novel viruses, such as COVID-19 are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the administrator on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.   As a private school, we do not provide meals for students. |
|  | Ensure continuous services and implement Comprehensive Distance Learning. |
|  | Continue to provide meals for students. |

**3c. RECOVERY AND REENTRY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review and utilize the [“Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | * Should a student become ill, we will have distance learning available, so they can easily reenter when feeling better. If a student isn’t able to attend because of health issues, they may utilize the distance learning. * In the event of a school closure, all students and staff will participate in distance learning. * Clean, sanitize, and disinfect all surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. * Cohorts range from 10 to 28 students, keeping to smaller groups.   Communication with families will be made giving the options and strategies to return to school for On-Site instruction. |
|  | Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) for classrooms, cafeteria settings, restrooms, and playgrounds. |
|  | 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. |



**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***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, * The [***Comprehensive Distance Learning***](https://www.oregon.gov/ode/educator-resources/standards/Pages/Comprehensive-Distance-Learning.aspx) guidance, * The [***Ensuring Equity and Access: Aligning Federal and State Requirements***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf) guidance, and * [***Planning for COVID-19 Scenarios in Schools***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf) |
| --- | --- |
|  | 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***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, * The [***Comprehensive Distance Learning***](https://www.oregon.gov/ode/educator-resources/standards/Pages/Comprehensive-Distance-Learning.aspx) guidance, * The [***Ensuring Equity and Access: Aligning Federal and State Requirements***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf) guidance, and * [***Planning for COVID-19 Scenarios in Schools***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf)   We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below. |

| "" | **4. Equity** |
| --- | --- |

| "" | **5. Instruction** |
| --- | --- |

| "" | **6. Family, Community, Engagement** |
| --- | --- |

| "" | **7. Mental, Social, and Emotional Health** |
| --- | --- |

| "" | **8. Staffing and Personnel** |
| --- | --- |

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

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

1. For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings. [↑](#footnote-ref-1)
2. For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf. [↑](#footnote-ref-2)
3. Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](http://www.nrc4tribes.org/files/Tab%209_9H%20Oregon%20SB770.pdf) basis. [↑](#footnote-ref-3)
4. The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements. [↑](#footnote-ref-4)
5. Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets. [↑](#footnote-ref-5)