



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *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	
Name of School, District or Program	Harris Junior Academy
Key Contact Person for this Plan	Shannon Whidden
Phone Number of this Person	541.276.0615
Email Address of this Person	s.whidden@harrisjunioracademy.org
Sectors and position titles of those who informed the plan	Shannon Whidden (principal), Sarah Kellogg (board chair), Violeta Lopez(teacher)
Local public health office(s) or officer(s)	Umatilla County
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Shannon Whidden
Intended Effective Dates for this Plan	August 31, 2020-June 11, 2021
ESD Region	Upper Columbia Conference of Seventh-day Adventists

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

Information about Covid – 19 , ways to stay safe, and updates specific to our school community have been shared to our website, our public Facebook page, and our school family Facebook page.

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

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

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

3. Select which instructional model will be used:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](#), 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.

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

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

*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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a>.                             <ul style="list-style-type: none"> <li>• OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul> </li> <li><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.                             <ul style="list-style-type: none"> <li>• 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 <a href="#">OAR 437-001-0744(3)(h)</a>.</li> <li>• OSHA has developed a sample <a href="#">infection control plan</a>.</li> </ul> </li> <li><input type="checkbox"/> 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 <b>Ready Schools, Safe Learners</b> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p>Make the Communicable Disease Management Plan available for staff, students, and families on websites.</p> <ul style="list-style-type: none"> <li>• Communicable Disease Management Plan has been updated.</li> <li>• Communicable Disease Management Plan to include the requirements for COVID-19.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> <li>• See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>• Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> </li> <li><input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</li> <li><input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li><input type="checkbox"/> 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 <a href="#">ODE's COVID-19 Weekly School Status</a> system.</li> <li><input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</li> </ul>	<p>Staff - will recognize they are working within a plan that puts them in a vulnerable or part of a vulnerable position:</p> <ul style="list-style-type: none"> <li>• Redeployed options could include: <ul style="list-style-type: none"> <li>○ on-line instruction and support</li> <li>○ maintenance projects, custodial work, office work without student/staff contact</li> </ul> </li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</a></p> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the <a href="#">Oregon School Nurses Association.</a></li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers.</a></li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff could consider all leave options as well Students</li> <li>• all students identified as vulnerable, either by a physician or parent/guardian, will be enrolled in online instruction with weekly check-ins.</li> <li>• Students who experience disability will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive English Language Development, Volunteers/Visitors</li> <li>• Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interactions, at this time. (Exception is for our Volunteer Teacher's Aide position)</li> <li>• Adults in schools are limited to essential personnel only</li> </ul>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require <b>use of all space</b> 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.               <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input type="checkbox"/> Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li><input type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>Capacity for School Settings:</p> <p>Kindergarten-2<sup>nd</sup> Grade: 868 sq. ft. / 24 students</p> <p>3<sup>rd</sup>-5<sup>th</sup> Grade Side 1: 868 sq. ft. / 24 students</p> <p>6<sup>th</sup>-8<sup>th</sup> Grade 2nd Side 2: 868 sq. ft. / 24 students</p> <p>Cafeteria: 1,953 sq. ft. / 55 students</p> <p>STREAMS Room: 868 sq. ft. / 24 students</p> <p>Library: 868 sq. ft. / 24 students</p> <p>Industrial Arts Building: 1,920 sq. ft. / 54 students</p> <p>Gymnasium:</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, 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.</li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p>Student Population By Grade / Classroom:</p> <p>Kindergarten - 2nd: Max 15</p> <p>Kindergarten: 5 current</p> <p>First grade: 4 current</p> <p>Second grade: 0 current</p> <p>3rd - 5th: Max 12</p> <p>3rd grade: 1 current</p> <p>4th grade: 3 current</p> <p>5th grade: 2 current</p> <p>6th - 8th: Max 12</p> <p>6th grade: 5 current</p> <p>7th grade: 4 current</p> <p>8th grade: 3 current</p>

<sup>4</sup> 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards <sup>5</sup> , and peers. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	<p>Recess / Lunch Cohort: Due to size of school all grades share recess time. Lunch is eaten in classroom cohort at their desk.</p> <p>Industrial Arts Cohort: Suspended Program</p> <p>Sewing Class Cohort: Suspended Program</p>

### 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> 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 ( <a href="#">see section 8b</a> of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a> . <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>• OSHA has developed a <a href="#">model notification policy</a>.</li> </ul> <input type="checkbox"/> 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. <input type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<ul style="list-style-type: none"> <li>● Develop a return-to work protocol</li> <li>● Letter to staff</li> <li>● Letter to parents</li> <li>● Share protocols on website</li> </ul>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:	<p>Screening Students:</p>

<sup>5</sup> Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</a></p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>• Students will be visually screened by the staff as well as having a touchless temperature taken by a staff member. When the screening indicates that a student may be symptomatic, the student will return to their parent’s vehicle. If the parent is not present, the student will be put in isolation.</li> <li>• Online Screening will posted each morning for parents to complete before coming to school.</li> <li>• Screening will include updating the cohort or individual student logs.</li> </ul> <p>School Entry:</p> <ul style="list-style-type: none"> <li>• Students will enter the school using the front entrance doors to walk to the classroom doors. The hallways will be marked for one way traffic.</li> <li>• Touchless hand sanitizer is available in the school lobby and classrooms.</li> <li>• Students will wash hands in the classroom upon entry.</li> </ul> <p>Location Transfers:</p> <ul style="list-style-type: none"> <li>• Students will wash their hands before going to the cafeteria, the library, or any other classroom.</li> <li>• Students will wash their hands upon return to the classroom.</li> </ul> <p>Screening Staff:</p> <ul style="list-style-type: none"> <li>• Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>• Staff members are not responsible for screening other staff members for symptoms</li> </ul>

**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <p><input type="checkbox"/> 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 <a href="#">COVID-19 Exclusion Summary Guide</a>.</p>	<p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> <p>We have a couple required volunteers who are Teacher’s Aides that do not fall under the volunteer</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <b>Ready Schools, Safe Learners</b> guidance.	status of other volunteers and are allowed entry to school on a daily basis.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. <input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a> . Individuals may remove their face coverings while working alone in private offices 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. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a> . Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. <input type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input type="checkbox"/> Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> <li>• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”               <ul style="list-style-type: none"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> <li>• Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <input type="checkbox"/> 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. <ul style="list-style-type: none"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</b></p> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:	<p>Face Coverings:</p> <p>Students-</p> <ul style="list-style-type: none"> <li>• All students from kindergarten-8<sup>th</sup> grade are required to wear masks inside and outside during school hours, including recess.</li> <li>• Face shields are an acceptable alternative only when a student has a medical condition and an accompanying note from a medical professional.</li> <li>• Students may use a face shield for a “mask break” with supervision and only for a short period of time when they can be distanced from other individuals.</li> <li>• Face masks will be available for all students and staff at all times.</li> </ul> <p>Staff-</p> <ul style="list-style-type: none"> <li>• Staff are required to wear masks at all times.</li> <li>• Face shields are an acceptable alternative only when a staff member has a medical condition and an accompanying note from a medical professional.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.</li> <li>• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.</li> <li>• Additional instructional supports to effectively wear a face covering.</li> </ul> <p><input type="checkbox"/> For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</p> <p><input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.</li> <li>2. Not make placement determinations solely on the inability to wear a face covering.</li> <li>3. Include updates to accommodations and modifications to support students in plans.</li> </ol> </li> <li>• 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: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>• If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,</li> <li>• If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.</li> </ul> </li> <li>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</li> </ol> </li> </ul> <p><input type="checkbox"/> 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.</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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
<input type="checkbox"/> 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. <input type="checkbox"/> 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 <a href="#">COVID-19 Exclusion Summary Guide</a> . <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. 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.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> <input type="checkbox"/> 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. <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> 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	<ul style="list-style-type: none"> <li>• Each school principal (or designee) will connect weekly with nurse on updates for plan and isolation measures taken to that point.</li> <li>• All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room).             <ul style="list-style-type: none"> <li>o Students/Staff will be tested for Covid-19 using the rapid testing material provided for schools. This will take place in the designated room for testing using the proper protocols.</li> <li>o Permission for testing will be kept on file with the testing materials.</li> <li>o Students will be provided a facial covering (if they can safely wear one).</li> <li>o Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> </ul> </li> <li>• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>• Staff will maintain student confidentiality as appropriate.</li> <li>• Daily logs must be maintained containing the following:             <ul style="list-style-type: none"> <li>o Name of students sent home for illness, cause of illness, time of onset; and</li> <li>o Name of students visiting the office for illness symptoms, even if not sent home.</li> </ul> </li> <li>• Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:             <ul style="list-style-type: none"> <li>o the passage of 14 calendar days after exposure;</li> </ul> </li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>have COVID-19 symptoms. Refer to table in <a href="#">“Planning for COVID-19 Scenarios in Schools.”</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</li> <li><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> <li><input type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> symptoms are improving.</li> </ul>



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</li> <li><input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

### 2b. ATTENDANCE

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

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

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<ol style="list-style-type: none"> <li>1. Conduct family technology and connectivity survey</li> <li>2. Plan for technology support and replacement, including budget</li> <li>3. Develop health protocols</li> </ol>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	<ul style="list-style-type: none"> <li>• <b>Handwashing:</b> All students will have access to hand washing before food is served. Opportunity for frequent hand washing will be provided throughout the school day.</li> <li>• <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> </ul>	<p>use by another student or cohort group.</p> <ul style="list-style-type: none"> <li>● <b>Events:</b> All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</li> <li>● <b>Transitions/Hallways:</b> Hallway traffic direction marked to show travel flow. <ul style="list-style-type: none"> <li>● Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort group/each other.</li> <li>● Line up areas are to be marked with visual cues to indicate adequate physical distance</li> </ul> </li> <li>● <b>Personal Property:</b> Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students</li> </ul>

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p>Restrooms: K-2 students will use the individual bathrooms within their designated classroom. These classrooms will be cleaned daily. 3-8 student will have designated restrooms. The restrooms will be cleaned multiple times throughout the day.</p> <ul style="list-style-type: none"> <li>● Students will enter using the front entrance doors to classroom doors. The hallways will be marked for one way traffic.</li> <li>● Hand sanitizer is available in the school lobby.</li> <li>● Students will wash hands in the classroom upon entry. All Students and Cohorts</li> <li>● Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. o Staff will fill in the information and not allow a shared pen/paper.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>o Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and signin/sign-out.</li> <li>● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>● Share with families the need to keep drop-off/pick-up interactions as brief as possible.</li> <li>● Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> </ul> <p>Screening Staff:</p> <ul style="list-style-type: none"> <li>● Staff are required to report to the administrator when they may have been exposed to COVID-19. ●</li> <li>● Staff are required to report to the administrator when they have symptoms related to COVID-19.</li> <li>● Staff members are not responsible for screening other staff members for symptoms.</li> </ul> <p>Dismissal: Kindergarten-2nd will exit the build first. 3<sup>rd</sup>-5<sup>th</sup> will be dismissed second. 6<sup>th</sup> -8<sup>th</sup> will be last to exit the building.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Seating: Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li>● 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.</li> <li>● Hand Washing: Students will wash hands before each meal and frequently throughout the day.</li> <li>● Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette.</li> <li>● Furniture: All upholstered furniture and soft seating has been removed from the school building.</li> <li>● Classroom Procedures: Students will use an assigned cubby or storage spaces for individual student belongings.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>● Seating: Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.</li> <li><input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Limit 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Students must wash hands before and after using playground equipment.</li> <li>● Cleaning requirements must be maintained.</li> <li>● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> <li>● Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</li> </ul>

### 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</li> <li><input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li><input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are</li> </ul>	<p>Lunch</p> <ul style="list-style-type: none"> <li>● Cohorts will eat lunch together in their classrooms at their own desks</li> <li>● Students wash hands in classroom before lunch.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.</li> <li><input type="checkbox"/> 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.</li> </ul>	

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g.,</li> </ul>	<p><b>Not applicable - No Bus service</b></p> <ul style="list-style-type: none"> <li>• When transporting students in cars, masks will be worn by all passengers and the driver of the vehicle at all times.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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 <b>Ready Schools, Safe Learners</b> guidance.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings for all students, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings. This prevents eating while on the bus.</li> <li><input type="checkbox"/> Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</li> </ul>	

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li><input type="checkbox"/> Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input type="checkbox"/> Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</li> <li><input type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms</li> </ul>	<ul style="list-style-type: none"> <li>● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily.</li> <li>● Follow CDC guidelines for cleaning.</li> <li>● Ventilation systems will be checked and maintained monthly by maintenance staff.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>with closed windows and doors, as this does not allow for fresh air to circulate.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	

**2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<ul style="list-style-type: none"> <li>• Nurse primary in supporting the development of this plan.</li> <li>• Designated staff can implement plan.</li> <li>• A plan for maintaining health services for all students.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> </li> </ul> <p><b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</p> <p><input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</p> <p><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:</p> <ul style="list-style-type: none"> <li>• Limit travel to essential functions.</li> <li>• Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> <p><input type="checkbox"/> Any boarding students newly arriving to campus will either:</p> <ul style="list-style-type: none"> <li>• Complete a quarantine at home for 14 days* prior to traveling to the school, OR</li> <li>• Quarantine on campus for 14 days.*</li> </ul> <p>* 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).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning 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.</p> <ul style="list-style-type: none"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <p><input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill 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.</p> <p><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to</p>	<p>Emergency procedures will be conducted following as closely as possible to our procedures for safety.</p> <p>Monthly review for procedures will occur in each cohort and as an entire school body (depending on the emergency procedure being reviewed).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input type="checkbox"/> 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.</p>	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p><input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> </ul>	<p>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.</p> <p>Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p>Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p>Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p>Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p>Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p>Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).               <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                   <ul style="list-style-type: none"> <li>• Maintain student dignity throughout and following the incident.</li> <li>• Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	<ul style="list-style-type: none"> <li>• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).               <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                   <ul style="list-style-type: none"> <li>• Maintain student dignity throughout and following the incident.</li> <li>• Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p>

### 2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <b>Ready Schools, Safe Learners</b> guidance). Single-use disposable PPE must not be re-used.</p>	<p>Reusable Personal Protective Equipment (PPE) will be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <b>Ready Schools, Safe Learners</b> guidance). Single-use disposable PPE must not be re-used.</p>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Review the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</p> <p><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<p>Coordinate Communication with the Local Public Health Authority.</p> <ul style="list-style-type: none"> <li>• If the region impacted is in Umatilla County, the Health Authority will provide school-centered communication and will potentially host conference calls.</li> <li>• When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the district.</li> <li>• Establish a specific emergency response framework with key stakeholders.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>Modify, postpone or cancel large school events as coordinate with the Umatilla County health department.</p> <ul style="list-style-type: none"> <li>• Work with UMCH to establish timely communication with staff and families.</li> <li>• When novel viruses are identified in the school setting, we will work with the local health department and the conference to coordinate our response.</li> </ul>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>If school closure is advised by the local public health department, consultation should occur between legal, local and conference administration to ensure processes are consistent with legal preparedness processes.</p> <ul style="list-style-type: none"> <li>• Plan instructional models that support all learners in comprehensive distance learning.</li> <li>• Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms and playgrounds.</li> </ul>



## ASSURANCES

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

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

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

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

### Assurance Compliance and Timeline

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

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