



## 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	Capital Christian School (Private School)
Key Contact Person for this Plan	Stacy Boost (Principal)
Phone Number of this Person	503-375-5764
Email Address of this Person	Sboost@cssalem.org
Sectors and position titles of those who informed the plan	Stacy Boost (Capital Christian School Principal) Ian and Stephanie Cobb (Parents) Brandon and Candace Cobb (Parents) Courtney Grossman (Parent) Craig and Megan Hammond (Parents) Debbie Thorpe (Capital Christian School Office Manager) Debi Glover (Teacher and Parent) Tobias Tingleaf (Parent) Chris Ottoson (Church Member, Community Member)
Local public health office(s) or officers(s)	ODE, CDC requirements and resources Donna Thompson (Marion Co. Health Dept)

<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.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Capital Christian School (Private School)
Key Contact Person for this Plan	Stacy Boost (Principal)
Phone Number of this Person	503-375-5764
Email Address of this Person	Sboost@cssalem.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	
Intended Effective Dates for this Plan	January 19.2021
ESD Region	

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

Our school is a private faith-based school in Salem, OR. We have collected survey data of all families to determine preferences for the learning structure of the year (On-Site Learning, or Comprehensive Distance Learning). There have been several surveys as the year has progressed to determine preferences under new regulations. The preference of our families and staff is to have On-Site Learning, however not knowing the future regarding COVID 19 we will also have a Distance Learning plan in the event that On-Site Learning is not possible.

- Select which instructional model will be used:

On-Site Learning    
  Hybrid Learning    
  Comprehensive Distance Learning

- 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).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>).

\* 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
<input checked="" 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>	See Oregon Health Authority Communicable Disease Management Guidance: <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commmdisease.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commmdisease.pdf</a>
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	<a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Key%20Practices%20for%20Reducing%20Spread%20of%20COVID-19%20in%20Schools.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Key%20Practices%20for%20Reducing%20Spread%20of%20COVID-19%20in%20Schools.pdf</a>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.</li> <li>☒ 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>☒ 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>☒ Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li>☒ 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>☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</li> <li>☒ Process to report to the LPHA any cluster of any illness among staff or students.</li> <li>☒ Protocol to cooperate with the LPHA recommendations.</li> <li>☒ Provide all logs and information to the LPHA in a timely manner.</li> <li>☒ Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).</li> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> </ul>	<p>Hygiene procedures, hall markings to encourage social distancing, bathroom signs indicating open/closed, signage up for school, visual checking of all for COVID Symptoms, 65 sq ft. per person in rooms, frequent cleaning of public places, mask wearing of all kindergarten and older.</p> <p>Families will be met at their personal cars where health check questions will be asked and students' temperatures will be taken. If the child does not pass the health check, he/she simply stays in car and does not come into school. Upon passing the health check each child will be escorted to the building, receive hand sanitizer, and go to their cohort's waiting area.</p> <p>Handwashing stations in the classrooms, stable cohorts, isolation and quarantine room, enhanced cleaning and disinfection, airflow and ventilation (keeping air circulating, open windows, being outside when appropriate), clear and frequent communication with families, students, staff, and Local Public Health Authorities.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).</li> <li>☒ 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 Ready Schools, Safe Learners 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>☒ 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>☒ 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>☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</li> <li>☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li>☒ 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>☒ Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</li> </ul>	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site (including outside), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p>☒ Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</a>.</p>	<p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff</p> <p>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</p> <ul style="list-style-type: none"> <li>• Redeployed staff members assigned to work from home options, on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options.</li> <li>• Staff could consider all leave options as well.</li> </ul> <p>Students</p> <p>Families have received a survey to indicate preference of physically in school instruction or distance learning. The family preference will be the determining factor as to which educational model their child will use to receive instruction. The results included one response indicating not knowing yet what they were interested in, and 73 responses indicating a desire for physically in school instruction.</p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician or by parent/guardian notification, will be enrolled in online</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the <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>	<p>instruction with weekly check-ins.</p> <ul style="list-style-type: none"> <li>• Students who experience disability will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive English Language Development.</li> <li>• Volunteers or visitors will be limited, to the extent possible, to activities that cannot be done virtually. All will sanitize hands upon entry and exit, will be screened as staff and students, must follow social distancing directives, and wear masks/face coverings, or shields.</li> <li>• All services, health, Special Education, 504, speech language pathology, occupational therapy, physical therapy, behavioral and mental health that students are receiving will be coordinated and updated as directed by provider of said services. Consideration of these services will be given to legal and safety concerns.</li> <li>• Our school does not have a school nurse at this time. We will be following CDC, OHA, and ODE guidelines.</li> </ul>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. 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>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li>☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<p>Overall:</p> <ul style="list-style-type: none"> <li>• Remove extra furniture to make more room.</li> <li>• Remove fabric-covered furniture.</li> <li>• Assign seating to maximize physical distancing and minimize physical interaction.</li> <li>• Hallways will have markings 6 feet apart to encourage social distancing and remind all of what that distance looks like.</li> <li>• Check in/Check out waiting area will have markings 6 ft apart to encourage social distancing and remind all of what that distance looks like.</li> <li>• Hall use times will be scheduled so as to prevent cohorts from passing each other.</li> <li>• Students who need additional support in learning how to maintain physical distancing will be provided instruction, we will not employ punitive discipline.</li> <li>• AM Kindergarten (AM KG): The classroom can accommodate 22 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). There will be one teacher and one teaching assistant to assist with learning and social distancing.</li> <li>• Full Day Kindergarten (KG): The classroom can accommodate 23 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). There will be one teacher and one teaching assistant to assist with learning and social distancing.</li> <li>• 1-Grade (1 Classroom) The classroom can accommodate 24</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<p>people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 20 in-school learners.</p> <ul style="list-style-type: none"> <li>• 2-Grade (1 Classroom) The classroom can accommodate 19 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 18 in-school learners.</li> <li>• 3- Grade (Classroom 1) The classroom can accommodate 17 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 16 in-school learners.</li> <li>• 3- Grade (Classroom 2) The classroom can accommodate 17 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 16 in-school learners.</li> <li>• 4- Grade (1 Classroom) The classroom can accommodate 16 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 14 in-school learners.</li> <li>• 5- Grade (1 Classroom) The classroom can accommodate 24 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 20 in-school learners.</li> </ul> <ul style="list-style-type: none"> <li>• Additional Considerations: Special education services will be planned and provided by a Case Manager in collaboration with school staff. Most SDI will be provided in co-taught lessons with special education and general education staff. Itinerant staff services will be reviewed to assure physical distancing will be maintained. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.</li> <li>• Itinerant Speech/Language Pathologist: one space has been designated in our library for speech and language cohort groups. SLP provided face shield or plexiglass partition will be provided.</li> <li>• Music teacher: will schedule rotations into classrooms for music instruction. Limit use of all band/orchestra instruments with cleaning between cohorts. Singing activities will be limited, with all wearing facial coverings, and practicing social distancing. These will take place where students are outside 12 feet apart, or where they can be 12 feet apart indoors. At this time the vast majority of the music instruction will not include singing.</li> <li>• PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.</li> </ul>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week, 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>☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li>☒ 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.</li> </ul>	<p>Grade Classroom Cohorts</p> <ul style="list-style-type: none"> <li>• These grade-level cohorts are maintained throughout the year and for each special area (i.e., music, PE). No students will be a part of cohorts that exceed a total of 100 people within the educational week.</li> </ul> <p>Kindergarten - 5.</p> <ul style="list-style-type: none"> <li>• AM Kindergarten (AM KG): The classroom can accommodate 22 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). There will be one teacher and one teaching assistant to assist with learning and social distancing.</li> <li>• Full Day Kindergarten (KG): The classroom can accommodate 23 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). There will be one teacher and one teaching assistant to assist with learning and social distancing.</li> <li>• 1-Grade (1 Classroom) The classroom can accommodate 24 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 20 in-school learners.</li> <li>• 2-Grade (1 Classroom) The classroom can accommodate 19 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 18 in-school learners.</li> <li>• 3-Grade (Classroom 1) The classroom can accommodate 17 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>	<p>(including physically present learning and distance learning). It will not exceed 16 in-school learners.</p> <ul style="list-style-type: none"> <li>• 3. Grade (Classroom 2) The classroom can accommodate 17 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 16 in-school learners.</li> <li>• 4. Grade (1 Classroom) The classroom can accommodate 16 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 14 in-school learners.</li> <li>• 5. Grade (1 Classroom) The classroom can accommodate 24 people under the social distancing guidelines of at least 35 square feet per person. Full enrollment for this class is 20 (including physically present learning and distance learning). It will not exceed 20 in-school learners.</li> </ul> <ul style="list-style-type: none"> <li>• Additional Considerations: Special education services will be planned and provided by a Case Manager in collaboration with school staff. Most SDI will be provided in co-taught lessons with special education and general education staff. Itinerant staff services will be reviewed to assure physical distancing will be maintained. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.</li> <li>• Itinerant Speech/Language Pathologist: one space has been designated in our library for speech and language cohort groups. SLP provided face shield or plexiglass partition will be provided.</li> <li>• Music teacher: will schedule rotations into classrooms for music instruction. Limit use of all band/orchestra instruments with cleaning between cohorts. Singing activities will be limited, with all wearing facial coverings, and practicing social distancing.</li> <li>• PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.</li> </ul> <p>Each cohort has a documentation form to indicate who was present each day, and to document any visitors to the cohort.</p> <p>Teachers of multiple cohorts will wash hands and sanitize between cohort groups.</p> <p>Common surfaces will be cleaned frequently throughout the day. Each classroom will be sanitized at lunch recess time and the end of the school day.</p> <p>Restroom use and school traffic times are scheduled. Each class has its own traffic route to and from destinations.</p>

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li>☒ 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 Ready Schools, Safe Learners guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</li> <li>☒ 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>.</li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>• OSHA has developed a <a href="#">model notification policy</a>.</li> </ul> </li> <li>☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li>☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>Communication:</p> <ul style="list-style-type: none"> <li>• We have Developed a Return-to-Work protocol consistent with recommendations by CDC and ODE.</li> <li>• Letter/email to staff including protocols</li> <li>• Letter/email to families including protocols</li> </ul>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, 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> </li> <li>☒ 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. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</a></li> <li>☒ 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>.</li> <li>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Screening Students: Staff will meet families at their cars, complete a visual screen, take temperature of the children, and ask screening questions regarding symptoms of COVID 19, as well as potential exposure to COVID 19. Upon passing the health screening (temp less than 100.4 and answers indicating lack of COVID 19 symptoms or exposure, Students will be escorted to the building. Upon entering the building, students will be given hand sanitizer, and directed to the place where his/her class cohort meets prior to school starting. When the screening indicates that a student may be symptomatic, the parent will be asked to take their child home. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs. Preschool students will meet with their teacher in separate areas with sufficient space prior to going to their classroom as parents will not be able to bring their children to their classroom.</li> </ul> <p>Screening Staff:</p> <ul style="list-style-type: none"> <li>• Staff are required to report when they may have been exposed to COVID-19.</li> <li>• Staff are required to report when they have symptoms related to COVID-19.</li> <li>• Staff members are not responsible for screening other staff members for symptoms.</li> <li>• Ongoing: Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</li> <li>• We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.</li> <li>• Parents/guardians are encouraged to provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</li> </ul>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction at this time. Adults in schools are limited to essential personnel only. All visitors/volunteers deemed to be essential will wash or sanitize their hands upon entry and exit and maintain 6 ft. physical distance. They must wear face coverings in accordance with OHA and CDC guidelines.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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>.</li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.</li> </ul>	<p>and CDC guidelines.</p> <ul style="list-style-type: none"> <li>• All visitors and volunteers will be screened for COVID-19 signs/symptoms upon entry. They will be restricted from school property if they are known to have been exposed to COVID-19 within the preceding 14 calendar days.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.</li> <li>☒ 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> </li> </ul>	<p>Facial Coverings: All people in the school building older than our preschool 3’s and 4’s will wear a face covering. Masks are greatly preferred, however shields may be worn when providing specific instruction requiring students seeing their teacher’s mouth to learn a skill.</p> <p>If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <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>• Offer Distance Learning Option for instruction.</li> <li>• The only time of day that students and staff may not wear a mask is during the eating time, following social distancing rules, with NO talking at all while masks are off.</li> <li>•</li> </ul> <p>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.</p> <p>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.</p> <p>Face coverings will be worn both indoors and outdoors, including during outdoor recess.</p> <p>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:</p> <p style="padding-left: 40px;">We will provide space away from peers while the face covering is removed. In the classroom setting, an example could be a</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <ul style="list-style-type: none"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <p>☒ 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> <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>☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction.</p>	<p>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;"</p> <ul style="list-style-type: none"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ Designated area or chair will be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> <ul style="list-style-type: none"> <li>• We will provide additional instructional supports to effectively wear a face covering;</li> <li>• We will provide students adequate support to re-engage in safely wearing a face covering;</li> </ul> <p>Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</p> <p>If any student requires an accommodation to meet the requirement for face coverings, districts and schools we will limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <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> </ul> <p>Additional instructional supports to effectively wear a face covering.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>4. 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>5. Not make placement determinations solely on the inability to wear a face covering.</li> <li>6. 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>☒ 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> <p>☒ 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.</p>	<p>For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction.</p> <p>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, cannot 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. <ul style="list-style-type: none"> <li>● The team must determine that the disability is not prohibiting the student from meeting the requirement. If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,</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>2. 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> <li>3. For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</li> </ol> </li> <li>• 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.</li> </ul>

1i. ISOLATION AND QUARANTINE



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> <li>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. 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> </li> <li>☒ 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> </li> <li>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li>☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</li> </ul>	<ul style="list-style-type: none"> <li>• Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.</li> <li>• Each school principal (or designee) will connect weekly with office staff on updates for plan and isolation measures taken to that point.</li> <li>• All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> <li>• While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>• Staff will maintain student confidentiality as appropriate.</li> <li>• Daily logs must be maintained containing the following: <ul style="list-style-type: none"> <li>• Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and</li> <li>• Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs</li> </ul> </li> <li>• Students who are generally well students who need medication or routine treatment will continue to go to our school office where they may receive their treatment.</li> <li>• Students who report or develop COVID-19 symptoms will wait in a supervised isolation room where ill or exposed persons will be isolated from physical contact with others, be able to have social distancing, and in an environment with an air purifier while awaiting pick up by parents. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</li> <li>• School health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided.</li> <li>• After removing PPE, hands will be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands will be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, we will provide a clear explanation of procedures, including use of PPE and handwashing. Families will arrange for their child to be taken to their home or to a health care facility.</li> </ul> <p>Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> <li>• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>• If they have a positive COVID-19 viral test (PCR) result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>• If they have a negative COVID-19 viral test (or if they have multiple tests and all tests are negative), they should remain</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> <li>☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</li> </ul>	<p>home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</p> <ul style="list-style-type: none"> <li>• If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.</li> <li>• If a person with symptoms does not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> <p>We will record and monitor the students and staff being isolated or sent home for the LPHA review.</p>



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership 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>☒ 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> </ul>	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <ul style="list-style-type: none"> <li>• No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>• Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>• Have COVID-19 symptoms for the past 14 days</li> </ul> </li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</li> <li><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li><input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.</li> <li><input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</li> </ul>	

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li><input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li><input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li><input checked="" type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li><input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>	This section does not apply to private schools. We are a private school.

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).</li> <li><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.</li> <li>• Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for nondigital distance learning where internet and computers will</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</li> </ul>	<p>not be available.</p> <ul style="list-style-type: none"> <li>• Plan for adequate technology at home for off-site working, teaching, and learning.</li> </ul> <p>Review technology policies and data privacy policies and update if needed.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li>☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Washing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. Post signage in bathrooms and classrooms</li> <li>• Equipment: All classroom supplies, PE and music equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li>• Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</li> <li>• Events: Field trips will be designed virtually for the school year unless they can be conducted within the regulations. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.</li> <li>• Transitions/Hallways: Hallways will be marked at 8 ft intervals to support social distancing, hall traffic and transitions will be scheduled.</li> <li>• Classroom line up: students line up in cohort classes keeping more than 6 feet between cohort groups. <ul style="list-style-type: none"> <li>○ Line up areas are to be marked with visual cues to indicate adequate physical distance.</li> </ul> </li> <li>• Personal Property: Each classroom will have a limit on the number of personal items brought 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, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</li> <li>• Restrooms: Restrooms will be cleaned multiple times throughout the day. Signs will be placed on restroom doors to indicate occupancy; garbage cans will be placed outside of the restroom so that students will not touch door leaving the restroom. Students will be instructed to push doors open with arms rather than hands.</li> </ul>

#### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will meet families at their cars, complete a visual screen, take temperature of the children, and ask screening questions regarding symptoms of COVID 19, as well as potential exposure to COVID 19. Upon passing the health screening (temp less than 100.4 and answers indicating lack of COVID 19 symptoms or exposure, Students will be escorted to the building. Upon entering the building, students will be given hand sanitizer, and directed to the place where his/her class cohort meets prior to school starting. When the screening indicates that a student may be symptomatic the parent will be asked to take their child</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.               <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p>be symptomatic, the parent will be asked to take their child home.</p> <ul style="list-style-type: none"> <li>• Daily Cohort Logs will be kept by teachers</li> <li>• Hand sanitizer will be at each check in/out station.</li> <li>• Staff will fill in the information and not allow a shared pen/paper.</li> <li>• Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. Pens used will be cleaned with alcohol wipes</li> <li>• Children will wait for their parents in their cohort waiting area. A staff member will be in the parking lot to call for the children as parents arrive (walkie talkie). Children will be escorted to their parents' cars.</li> <li>• Students who attend daycare will be picked up by daycare staff to join their new cohort.</li> <li>• Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> </ul> <p>Share with families the need to keep drop-off/pick-up interactions as brief as possible.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Seating: 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>☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues 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: Rooms will be arranged 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>● 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: Age appropriate signage will be posted, and regular verbal reminders will be given for hand washing.</li> <li>● Furniture: All upholstered furniture and soft seating has been removed from classrooms.</li> <li>● Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall pass, it must be cleaned and sanitized between student use. Consider other options and elimination of shared passes.</li> <li>● Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Masks are to be worn throughout the school day, indoors as well as outdoors..</li> <li>• All playground equipment will be disinfected daily and in between each cohort group.</li> <li>• Students must wash hands before and after using playground equipment.</li> <li>• Our playground is fenced and locked. It is not available to the general public. When the playground is not available, classes may use the gymnasium for recess if/when available. If the gymnasium is not available, students can have recess in their</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. 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>☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ 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>	<p>classroom.</p> <ul style="list-style-type: none"> <li>• Cleaning requirements must be maintained; refer to section 2j.</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> </ul> <p>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.</p> <p>Staff have individual storage areas in their work spaces. There is no group storage.</p> <p>Drinking fountains are NOT being used. They are taped off and students are encouraged to bring their own water to school in labeled containers.</p>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</li> <li>☒ 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>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>• For now, all students will bring cold lunches which are not in need of being warmed up. Lunch service will not start up until we are ready to talk on more as a staff and do it safely. When that happens, School lunches will be delivered to each classroom by cafeteria staff.</li> <li>• All meals will be eaten in the classroom.</li> <li>• All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above.</li> <li>• Students will not share utensils or other items during meals.</li> <li>• Each table/desk will be cleaned prior to meals being consumed.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p>	

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</p> <p>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance).</p> <p>☒ 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.</p> <p>☒ 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 departing.</p> <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> <p>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> <p>☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the Ready Schools, Safe Learners guidance.</p>	<p>Our students are transported to and from school by their families.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li>☒ Face coverings for all students, applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. This prevents eating while on the bus.</li> <li>☒ 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>☒ 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>☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li>☒ 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>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li>☒ Schools with HVAC systems 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>☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li>☒ 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> </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 frequently.</li> <li>• Ventilation systems will be checked and maintained monthly by maintenance staff.</li> <li>• Our ventilation system is on at all times</li> <li>• Classrooms will have portable air purifiers to improve air quality</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>☒ Facilities 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>☒ 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>☒ 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>☒ 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>• Our school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter, and signage in the school setting for health promotion.</li> <li>• Our school will practice appropriate communicable disease isolation and exclusion measures.</li> <li>• Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>• COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>• Review of 504 and IEP accommodations and IHP’s will be used to address vulnerable populations.</li> <li>• Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</li> </ul> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p> <p>Before March 1, 2021 our school will provide on site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID-19</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <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> <p><input checked="" type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <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> <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <p><input checked="" type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance.</p> <p><input checked="" 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 checked="" type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input checked="" 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 checked="" 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>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Student transportation off-campus is limited to medical care.	

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <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>We will 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> </ul> <p>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.</p> <p>When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p>
<input checked="" 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>Students will 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>
<input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	
<input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.	
<input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	
<input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).	
<input checked="" 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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>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</li> </ul> </li> </ul> </li> </ul>
<input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</li> <li>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> </ul>	<p>can I help?") to attempt to re-regulate the student without physical intervention.</p> <ul style="list-style-type: none"> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> <li>• *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>• If students leave the classroom we will: <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> </ul> </li> <li>• *If unexpected interaction with other stable cohorts occurs</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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> <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>☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	<p>If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</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 will: <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 will be noted in the appropriate contact logs.</p> <p>We will 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>

## 2o. PROTECTIVE PHYSICAL INTERVENTION

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



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<p>Documentation of new cases will be provided to Marion County Health and Human Services Communicable Disease Control Department as required.</p>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li><input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Continue to provide meals for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Any cluster of any illness among staff or students will be reported to the LPHA.</li> <li>• If school closure is advised by the local public health department, we will follow the direction given by our Governor, the CDC, and our local public health department.</li> <li>• In the event of a closure, our school will initiate the <a href="#">Distance Learning Model and schedule.</a></li> <li>• The Principal, Office Manager, and Superintendent will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.</li> <li>• Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.</li> <li>• Our school is not a part of the National Hot Lunch Program, and we are a private school. Meals will not continue to be provided during closure.</li> </ul> <p>Criteria for On-Site instruction to resume will be determined by our Governor, the CDC, and OHA. We will follow their direction.</p>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Our On-Line instructional model will support all learners in Comprehensive Distance Learning, IEPs, 504s, and other plans will be modified to best meet the needs of our students per educational team decision.</li> <li>• CDC guidelines will be followed for cleaning, sanitizing, and disinfecting of surfaces in classrooms, restrooms, and playgrounds.</li> <li>• Families will receive letters/emails to keep them informed of options and efforts to support returning to On-Site instruction.</li> </ul> <p>LPHA guidelines will be followed when bringing students back into On-Site instruction.</p>



## ASSURANCES

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

This section does not apply to private schools.

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

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



### 4. Equity



### 5. Instruction



### 6. Family, Community, Engagement



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



### 8. Staffing and Personnel

## Assurance Compliance and Timeline

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

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