



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Foster Elementary
Key Contact Person for this Plan	Luke Augsburger, Principal
Phone Number of this Person	541-367-7180
Email Address of this Person	luke.augsburger@sweethome.k12.or.us
Sectors and position titles of those who informed the plan	Tom Yahraes, Superintendent Rachel Stucky, Chief Academic Officer Thad Holub, Director of Student Services Sherry Barker, Nurse Patty O’Day, Nurse Milli Horton, Food Services Coordinator
Local public health office(s) or officers(s)	Linn County Department of Public Health Services

<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.

	2730 Pacific Blvd SE, Suite 200 Albany, OR 97321 Debby Uri
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Luke Augsburger, Principal
Intended Effective Dates for this Plan	September 1, 2020-June 30, 2020
ESD Region	Linn-Benton-Lincoln ESD

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

With a desire to support the diverse needs of students, families, and employees in the Sweet Home school district, equity has been our main focus. All families within the Sweet Home School District have been surveyed regarding the challenges and successes related to Distance Learning for All and their preferences and comfort level for both in-person and distance learning for the 2020-21 school year. This information along with data related to student engagement and success will be used to identify cohorts of students in need of targeted supports.

Additionally, our faculty and staff were surveyed regarding similar themes to our families. Our staff is dedicated to placing our cohort communities at the center of our planning for 2020-21 school year. All cohort students, including those students with disabilities, students experiencing homelessness and those identified as “at-risk” will have access to flexible learning options including in-person learning or hybrid model of in-person and distance learning.

Among students in the Sweet Home School District,

- 78% access free and reduced lunch
- 13% identify as students of color
- 20% experience special needs
- <5% are ever English learners

3. Indicate which instructional model will be used.

Select One:

On-Site Learning       Hybrid Learning       Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.  
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.

NA

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.

NA

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.

NA

*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.*



### 1. Public Health Protocols

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	<p>The Sweet Home School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p>
<input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	<p>See <a href="#">Communicable Disease Management Plan (K-12)</a></p>
<input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	<p>Building Principals are in charge of enforcing physical distancing requirements.</p>
<input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	<p>District Nurses: Patty O'Day, RN BSN, CHPN/ Sherry Barker, RN, ASN Ph #: 541-367-7132 County Health Dept., Communicable Disease Nurse, Debby Uri, RN Ph#: 541-967-3888 Ext. 2488 Emergency Preparedness Coordinator, Neva Anderson, Ph#: 541-967-3888 Ext. 2677</p>
<input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	<p>Training for all staff in sections 1-3 will be conducted either virtually or in-person according to ODE/OHA/CDC guidelines. District Nurses will conduct in-person training or provide virtual training, ensuring physical distancing is maintained.</p>
<input type="checkbox"/> Protocol to notify the local public health authority ( <a href="#">LPHA Directory by County</a> ) of any confirmed COVID-19 cases among students or staff.	<p>The District Nurse will contact the Linn County Health Department Communicable Disease Nurse with any confirmed cases of COVID-19 among students or staff. Instructions will be followed accordingly. See <a href="#">Protocol to Notify Public Health Authority</a></p>
<input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	<p>The Sweet Home School District will follow the guidelines from the LCPH/ODE/OHA. See <a href="#">Protocol for Routine Infection Prevention Cleaning and Disinfection</a></p>
<input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.	<p>District Nurse will call Debby Uri, Linn County Communicable Disease Nurse at 541-967-3888 ext. 2488. See <a href="#">Protocol to Notify Public Health Authority</a></p>
<input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	<p>District Nurse will provide all required logs and information to LCHP in a timely manner when required. Office staff at each school will turn in logs weekly to the District Nurse. See <a href="#">Protocol to Notify Public Health Authority</a></p>
<input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).	<p>Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office. See <a href="#">Protocol for Screening Students and Staff</a></p>
<input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.	<p>There is a designated space to isolate students or staff members who develop COVID-19 symptoms. See <a href="#">Protocol for Isolation Measures Attestation</a> See <a href="#">Communicable Disease Management Plan (K-12)</a></p>
<input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).	<p>Create a communication map tool</p>
<input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a> .	<p>Contact tracing logs will be kept for each student/cohort. Logs will be reviewed and updated as needed by the District Nurse according to ODE/OHA guidelines. See <a href="#">Contact tracing classroom cohort (with attendance software)</a> See <a href="#">Protocol Designating Who is Responsible for Keeping Daily Logs of Student Cohorts</a></p>

<ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul>	
<input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul>	All logs will be reviewed and updated by the District Nurse according to ODE/OHA guidelines. See <a href="#">Template COVID-19-Daily-Attendance-Log-1</a>
<input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	See <a href="#">Communicable Disease Management Plan (K-12)</a> See <a href="#">Protocol Designating Who is Responsible for Keeping Daily Logs of Student Cohorts</a>
<input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	See <a href="#">Contact tracing classroom cohort (with attendance software)</a>
<input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	Sweet Home School District will consult with LPHA and follow updated guidelines and instructions for cleaning and possible closure if anyone has entered the school with a COVID-19 diagnosis.
<input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).	See <a href="#">Communicable Disease Management Plan (K-12)</a>

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
<b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b>	
<input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law ( <a href="#">ORS 336.201</a> ) defines three levels of severity related to required nursing services: <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> </ol>	All students identified as vulnerable, either by a physician or parent/guardian notification, will be enrolled in online instruction with weekly check-ins. Students who experience disability will continue to receive specially designed instruction. Students with language services will continue to receive English Language Development.
<input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <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</li> </ul>	Staff, school administrators, and the District nurses will work as an interdisciplinary team to communicate with parents and health care providers to determine the best approach to meet the students educational needs. The District Nurses are members of the Oregon School Nurses Association and will continue to stay up-to-date on all guidelines and best evidence based practices. All ADA and FAPE requirements will be followed to include criteria for high-risk individuals that meet criteria for exclusion during a local health crisis. Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person

include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.

- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
- Service provision should consider health and safety as well as legal standards.
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
  - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  - ODE guidance updates for Special Education. Example from March 11, 2020.
  - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
  - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

interaction, at this time. Adults in schools are limited to essential personnel only.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.	<p>The Maintenance Department has measured and established room capacity.</p> <p>Nursing staff and administration will train staff with strategies for maintaining physical distancing. Class rosters and schedules will be developed to ensure the total number of people in a given area does not exceed the guidelines set forth by OHA and ODE.</p> <p><b>Additional Considerations:</b></p> <ul style="list-style-type: none"> <li>● Special education services will be planned and provided by Case Manager in collaboration. Most SDI will be provided in co-taught lessons with special education and general education staff.</li> <li>● Itinerant Speech/Language Pathologist: one space in music room designated for speech and language cohort groups. SLP provided face-shield or plexiglass partition.</li> </ul> <p>See <a href="#">Protocol for Physical Distancing and Protection</a></p>
<input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.	
<input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	
<input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	
<p>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.</p>	

<input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	The approach to re-teaching will follow PBIS elements. Students will also earn incentives and acknowledgement for demonstrating appropriate social distancing.
<input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	See <a href="#">Protocol for Physical Distancing and Protection</a>

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul>	See <a href="#">Communicable Disease Management Plan (K-12)</a>
<input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	
<input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).	See <a href="#">Template COVID-19-Daily-Attendance-Log-1, Protocol Designating Who is Responsible for Keeping Daily Logs of Student Cohorts</a>
<input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	
<input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	See <a href="#">Protocol for Routine Infection Prevention Cleaning and Disinfection</a>
<input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.	
<input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	See <a href="#">Protocol for Hand Hygiene</a>

#### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	See <a href="#">Communicable Disease Management Plan (K-12)</a> -contains talking points, communication plans, letters, flow chart, and a script for communication.
<input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul>	See <a href="#">Communicable Disease School Communication Protocol</a>
<input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	See <a href="#">Script for talking to parents</a>
<input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	



### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and 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 should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>Students will enter the buildings at designated entrances closest to the classrooms. Designated staff will visually screen students for symptoms and track students and cohorts. Symptomatic students will be directed to the school's modified health room as indicated in the Covid-19 Communicable Disease Management Plan.</p> <p>See <a href="#">Parent Stay Home Letter with Icons ENGLISH</a>, <a href="#">Guidelines for Exclusion</a></p> <p>Staff are required to report when they may have been exposed to COVID-19 or have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms. See <a href="#">Protocol for Screening Students and Staff</a></p> <p>Weekly notice: 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.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p> <p>Hand hygiene training for staff will be provided by the District Nurses. Handwashing stations and/or sanitizers will be placed at the entry of the school and classrooms. CDC symptom page <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a> See <a href="#">Protocol for Hand Hygiene</a> ,</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------



<input type="checkbox"/> Restrict non-essential visitors/volunteers. <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	Visitors and volunteers will be unable to work in schools, or complete other volunteer activities, at this time. Adults are limited to essential personnel only.
--	--

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines Face Coverings</a> . <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines Face Coverings</a> . <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.	Facial coverings are required and will be provided for all staff who will be within proximity of others. School staff will be trained on the use of facial coverings and the procedures for facial coverings with students. CDC guidance on face covering: <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a>  See <a href="#">Communicable Disease Management Plan (K-12)</a> , <a href="#">Protocol for Face Coverings</a> , <a href="#">PPE Inventory for Schools</a>
<b>Protections under the ADA or IDEA</b> <input type="checkbox"/> 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: <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> <input type="checkbox"/> For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny access to On-Site instruction. <input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally</li> </ol> </li> </ul>	

<p>established in the student’s plan including on-site instruction with accommodations or adjustments.</p> <ol style="list-style-type: none"> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> <ul style="list-style-type: none"> <li>● Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:       <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 on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</li> <li>4.</li> </ol> </li> </ul> <p><input type="checkbox"/> Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. 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><input type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>Ready Schools, Safe Learners, pg. 27, <a href="#">..\Desktop\Ready Schools Safe Learners 2020-21 Guidance July 22nd.pdf</a></p>
--	--

**1i. ISOLATION MEASURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p>	<p>See <a href="#">Communicable Disease Management Plan (K-12)</a>,</p>

- Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
  - Consider required physical arrangements to reduce risk of disease transmission.
  - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual should wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
- Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
  - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
  - If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is

gone, without use of fever reducing medicine, and other symptoms are improving.

- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

See [Copy of Coronavirus Tracking Tool](#)



## 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 higher risk activities (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
<input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.	School and District staff responsible for enrollment will be trained by District Administration or designee on the ODE guidelines.
<input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul>	All students will be enrolled following the Oregon Department of Education guidelines. No student will be dropped for non-attendance if they meet the following conditions: Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19; Have COVID-19 symptoms for the past 14 days.
<input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	See Ready Schools, Safe Learners, Pg. 30, <a href="#">..\Desktop\Ready Schools Safe Learners 2020-21 Guidance July 22nd.pdf</a>

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5: 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).	School and District staff responsible for attendance will be trained by District Administration or designee on the ODE guidelines.
<input type="checkbox"/> Grades 6-12: 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).	New guidance is expected August 11, 2020. For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance: Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.
<input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Interaction can be evidenced by any of the following or reasonable equivalents: Participating in a video class; Communication from the student to the teacher via chat, text message or email; A phone call with the student,

or, for younger students, with the parent; Posting completed coursework to a learning management system or web-based platform or via email; or Turning in completed coursework on a given day.

When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent. A day present for attendance may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).	Plan for adequate technology at home for off-site working, teaching, and learning.
<input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Review technology policies and data privacy policies and update if needed. Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. <a href="#">Protocol for Hand Hygiene</a></li> </ul>
<input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	<ul style="list-style-type: none"> <li>● <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. <a href="#">Protocol for Routine Infection Prevention Cleaning and Disinfection</a></li> </ul>
<input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	<ul style="list-style-type: none"> <li>● <b>Events:</b> Field trips will be designed virtually for the school year. All assemblies athletic events, practices, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format. <a href="#">Protocol for Physical Distancing and Protection</a></li> </ul>
<input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	<ul style="list-style-type: none"> <li>● <b>Transitions/Hallways:</b> Hallway traffic direction marked to show travel flow Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.</li> <li>● Restrooms: Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day. <a href="#">Protocol for Physical Distancing and Protection</a></li> </ul>
<input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies,	<ul style="list-style-type: none"> <li>● <b>Personal Property:</b> Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting</li> </ul>

headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.

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.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	Mark specific areas and designate one-way traffic flow for transition.  Students will enter the buildings at designated entrances closest to the classrooms. Designated staff will visually screen students for symptoms and track students and cohorts. Symptomatic students will be directed to the school's modified health room as indicated in the <a href="#">The Covid-19 Communicable Disease Management Plan</a> . Handwashing stations and/or sanitizers will be placed at the entry of the school and classrooms. CDC symptom page <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a>  <a href="#">Template Designated Staff Designated Entry</a> , <a href="#">Contact tracing classroom cohort (with attendance software)</a>  See <a href="#">Protocol Designating Who is Responsible for Keeping Daily Logs of Student Cohorts</a>
<input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.	
<input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).	
<input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul>	
<input type="checkbox"/> Ensure hand sanitizer 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.	
	Completed

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out. <a href="#">Protocol for Physical Distancing and Protection</a></li> <li>● <b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</li> <li>● <b>Handwashing:</b> Post age appropriate signage and provide regular reminders for hand washing. <a href="#">Protocol for Hand Hygiene</a></li> </ul>
<input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	
<input type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.	

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

- Furniture:** All upholstered furniture and soft seating has been removed from the school building.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ).	Maintenance and school Staff will be trained on CDC Guidance and cleaning logs will be developed to maintain a record of cleaning frequency. <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html</a>
<input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	Staff will train students on equipment usage and hand washing.
<input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.	Playgrounds will be marked with signs to restrict access and promote physical distancing and hand washing.
<input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	<a href="#">Protocol for Routine Infection Prevention Cleaning and Disinfection</a>
<input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).	
<input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.	<a href="#">Protocol for Physical Distancing and Protection</a>
<input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
<input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
<input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	
<input type="checkbox"/> Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

### 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.	Students will eat lunch in the cafeteria, adhering to cohort guidelines. Breakfast will be eaten in the classroom.
<input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).	
<input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	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. <a href="#">Protocol for Hand Hygiene</a>
<input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.	Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.



- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.

[Protocol for Routine Infection Prevention Cleaning and Disinfection](#)

[Protocol for Physical Distancing and Protection](#)

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.</li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p>Each bus driver will be required to visually screen students for illness and maintain logs for contact-tracing. <a href="#">Protocol for Screening Students and Staff</a></p> <p>Each bus will have three feet of physical distance between passengers and six feet of physical distance between the driver and passengers except during loading and unloading of students and when assisting students with mobility devices. <a href="#">Protocol for Physical Distancing and Protection</a></p> <p>Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. Clean and sanitize buses between cohort routes. Meet 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><a href="#">Protocol for Face Coverings</a></p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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</li> </ul>	<p>District Maintenance staff will be trained on CDC cleaning and chemical storage recommendations <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html</a></p>

<p>and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Clean and disinfect</a> playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. 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. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. 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>	<p><a href="#">Protocol for Routine Infection Prevention Cleaning and Disinfection</a></p> <p>All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses in accordance with CDC guidance.</p> <p>Ventilation systems will be checked and maintained monthly by maintenance staff.</p>
---	---

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and</li> </ul>	<p>Each 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.</p> <p>Schools will practice appropriate communicable disease isolation and exclusion measures.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated. Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.</p> <p>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.</p> <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>

behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Coordinate Communication with the Local Public Health Authority. When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district.
<input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.	See <a href="#">Communicable Disease Management Plan (K-12)</a>
<input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------

- Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.
- If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.
  - Determination if exposures have occurred
  - Cleaning and disinfection guidance
  - Possible classroom or program closure
- Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.
- When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.
- Modify, postpone, or cancel large school events as coordinated with the LPHA.
- If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.
- Continue to provide meals for students.
- Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.

See [Communicable Disease Management Plan \(K-12\)](#)

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.           <ul style="list-style-type: none"> <li>● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<p>See <a href="#">Communicable Disease Management Plan (K-12)</a></p> <p><a href="#">Protocol for Routine Infection Prevention Cleaning and Disinfection</a></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. This section does not apply to private schools.*

X We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.  
 We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. 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 <i>Include how/why the school is currently unable to meet them</i>