



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² 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,³ 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	Centennial Elementary School, Scio School District
Key Contact Person for this Plan	Kim Roth
Phone Number of this Person	503-394-3265
Email Address of this Person	rothk@sciok12.org
Sectors and position titles of those who informed the plan	Kim Roth- Centennial School Principal, Steve Martinelli- Superintendent, Dani Blackwell- High School Principal, Greg Nolan- Middle School Principal, Jim Mask- Technology, Ken Studnick- Facilities, Gary Zingsheim- Transportation, Brenda Miller- Food Service, Gary Tempel- Director of Charter Schools, Linn/Benton/Lincoln Educational Service District, Various Teacher Representatives, Linn County Department of Health Services, Coordinator of Operations and Safety, Association Leadership.
Local public health office(s) or officers(s)	Neeva Anderson, Emergency Preparedness Coordinator Email: nanderson@co.linn.or.us

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

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

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

	Phone: (541)- 967-3888, ext. 2677
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kim Roth- Centennial School Principal
Intended Effective Dates for this Plan	November 2020 - June 2021
ESD Region	Linn/Benton/Lincoln Educational Service District

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 of Scio School District, equity has been the main focus. The families within the Scio School District have taken part in two surveys regarding challenges and successes related to Distance Learning. Their preferences and comfort level for both in person, distance learning, and a hybrid approach were also considered. In addition to the surveys, two virtual focus group information sessions were held with the public. Each session had participation from 65 members present and 68 members present. During these sessions questions were gathered and discussion was generated. This information, along with data about student engagement and success during distance learning from the 2019-2020 school year, were used to plan for the 2020-2021 school year.

Parent Survey 1 asked for parent input about beginning school in September:

- 64.8% of parents wanted all in-person learning if at all possible.
- 27.8% of parents wanted a blended model that allows students to participate in both in person and online learning.
- A very small percentage of the population chose learning via all online learning, to enroll in a different school, or to homeschool.

Parent Survey 2 asked for parent input if we cannot offer on-site learning and need to move to a Hybrid Learning model:

Elementary School Results

- 61 parents want an A/B plan
- 22 parents want an AM/PM plan
- 29 parents want to alternate weeks
- 2 parents want all instruction online
- 8 parents will leave the district with a hybrid option

Centennial Survey #3 (November)

- A new survey was sent in November to determine how many students were interested in staying with comprehensive learning or transitioning to on-site learning in anticipation of the new guidelines regarding COVID-19 metrics and the ability of students to return to onsite instruction. In November, over 80% of parents indicated they would prefer onsite learning and around 20% were interested in staying with Comprehensive Distance Learning for the time being.

Centennial Staff Survey through Thought Exchange (November)

17 staff members from Centennial are serving on a Comprehensive Distance Learning Planning Team as our direction has needed to change due to the Community COVID-19 Metrics. This committee will continue to work

together throughout the start of the school year. Meetings are scheduled monthly or when needed along with professional development to support staff in the implementation of the plan. All grade level teams will participate in the update of this blueprint.

With a focus on equity and a desire to support the diverse needs of students, families, and district staff, we will continue to provide opportunities for feedback regarding the challenges and success related to Comprehensive Distance Learning and a Hybrid approach.

Parents of students with disabilities will meet with an IEP team to determine the individual plan for each student in special education. The students' needs will be reviewed and decisions regarding programming, placement, and services will remain the responsibility of the IEP team.

Marginalized, historically underserved, and at-risk student needs will be reviewed for any additional support needs.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/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. 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.

Grades 1-12 in the Scio School District will start the school year online with comprehensive distance learning for at least the first six weeks. Kindergarten will start with an option of hybrid instruction or Comprehensive Distance learning. Parents will be given the choice between the two formats so that the needs of each family are taken into consideration. Some students in grades K-5 will be offered in-person instruction after needs are assessed.

Comprehensive Distance Learning will establish a strong foundation in remote learning for teachers, students, and parents. It will provide time for staff and families to prepare for the return to school under changed protocol as the metrics allow. Building a strong research-based foundation for high quality remote learning has been critical to our success, both for comprehensive distance learning and a hybrid model of instruction. Over the course of the school year effective teaching and learning online will be critical to continuing students' academic learning and supporting their social emotional well-being this school year.

As metrics allow, additional grade levels will begin to offer a hybrid plan in addition to Comprehensive Distance Learning. This will be done with a slow phase-in approach starting with 1st grade. Students on-site will interact with students engaging in Comprehensive Distance Learning through a simultaneous instructional approach. Students at home will receive the same instruction as those onsite during four hours of the day for synchronous learning opportunities and will all move to remote learning that is more asynchronous the other portion of the day. Teachers will quickly be ready to move from this model to CDL if ever changing health metrics make the transition necessary.

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.

The district has reviewed the comprehensive distance learning (CDL) requirements detailed in the Oregon Department of Education document entitled: *"Comprehensive Distance Learning: A companion to Ready Schools, Safe Learners Guidance for the School Year 2020-21, version 4.0.* Our Comprehensive Distance Learning Model complies with all required guidelines.

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.

Scio School District will follow the state guideposts and metric requirements issued on October 30, 2020. At this time Linn County metrics allow Centennial Elementary to offer a hybrid instructional model for kindergarten, along with a simultaneous CDL model. Linn County does not currently meet the required metrics to offer hybrid instruction for grades 1-5. It does meet the requirements for limited in person. We will continue to offer a hybrid plan for Kindergarten until state metrics allow us to bring back 1st-5th students for hybrid learning.

Our Plan for returning to a Hybrid Learning Model:

- Following the state/county/community metrics for re-opening
- Communicating and sharing resources with our LHA to monitor our progress toward school re-entry.
- Communicating to staff, students, and families with updates on our status for transitioning to hybrid learning.
- Continuing to provide opportunities for the community, staff, students, and parents to inform our re-entry plan.
- Shifting resources prior to any change in our instruction plan to provide a stable educational environment.

Centennial Elementary's CDL Plan

- A September parent orientation done by the principal to familiarize parents with virtual tools, procedures, and CDL requirements.
- A beginning of the year parent / teacher conference to review classroom procedures, expectations, and virtual classroom components.
- All Instruction will continue to be based on grade-level or above grade level state content standards.
- All teachers will commit to a school wide consistent schedule surpassing daily recommendations for synchronous learning.
- Integrated, collaborative, and well rounded education instructional opportunities will be informed by continuous formative and summative assessment opportunities. Dibels will be used in grades K-1 at least twice a year. K-5 will use iReady in math and reading to assess progress at least three times a year.
- Students will be given timely and consistent feedback about their progress toward state standards.
- Each classroom will start the day with a morning meeting and end the day with a closing meeting to set goals for the next day and review progress.
- Consistent movement breaks will be scheduled into the instructional day.
- Teachers will look for and provide opportunities to have multiple touchpoints with each student every day. This may include SEL check ins or small group instruction.
- We will meet the Division 22 requirements for instructional time as outlined by OAR 581-022-23204..
- At least 50% of the instruction day will be teacher facilitated.
- Evaluation of goals and objectives based on progress markers for students supported with an ELL, IEP, or 504 plan.
- Regularly reporting of progress to students and families, in alignment with Division 22 requirements.
- Providing opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retain the highest earned grade.
- Grades K-5 will take attendance at least once a day with a 24 window open to show teacher and student interaction regardless of the instructional model (CDL, Hybrid, or Onsite).
- During the administrator-led parent orientation and teacher-led conferences scheduled at four times a year, families will be given a clear and concise description of student attendance and participation expectations.
- Centennial Elementary will comply with all FERPA guidance documents.
- Students that are identified as Talented and Gifted will be provided accommodations.
- Ensuring the safety and mental health of students by addressing all dimensions of social emotional learning and weaving it through the day.
- Ongoing professional development opportunities will be available to staff related to best practices and comprehensive distance learning. Teachers will also be given support as they navigate CDL with new technology and applications.
- Teachers will coordinate with grade level teams to create curriculum that integrates existing curriculum with digital content, while meeting state grade level standards.
- Every teacher will be provided with devices that support digital learning.
- Teachers will be provided with reliable internet at school.

- Every student will be provided with a device to use during digital learning if they do not already have one at home.
- The district will support students in the goal of providing reliable internet access for every student.
- The school will collect data from families multiple times during the year, at least three, regarding experiences during virtual learning.
- The school will implement school counseling services and identify students that have a need through check-ins.
- Providing regular family communication through school websites, classroom websites, telephone, brochures, and school messenger announcements.
- Establishing educator office hours and posting them publicly so that families have access to staff.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

- The school meets eligibility for the “Safe Harbor Clause” as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the **Ready Schools, Safe Learners** guidance, if the school is located in a county with metrics in the “Distance Learning” column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*
- The school currently meets the General Metrics to successfully reopen for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school is small and remote (enrollment ≤ 75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the conditions required to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Implement measures to limit the spread of COVID-19 within the school setting.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to <input checked="" type="checkbox"/> specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. 	<p>The Scio School District follows the Communicable Disease Guidance for Schools from the Oregon Department of Education and the Oregon Health Authority.</p> <p>The Scio School District written Communicable Disease Management Plan includes updated protocols for each of the following areas:</p> <ul style="list-style-type: none"> • Notification of Local Public Health Authority • Screening of students and staff (see 1e. below) • Communication flow chart

- ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- ☒ Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- ☒ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- ☒ Process to report to the LPHA any cluster of any illness among staff or students.
- ☒ Protocol to cooperate with the LPHA recommendations.
- ☒ Provide all logs and information to the LPHA in a timely manner.
- ☒ Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
- ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☒ Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- ☒ Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

- Daily contact Contact Logs for anyone entering the facility Isolation measures (see 1h. below)
- Environmental Management: hand hygiene plan, cleaning and disinfection, and Physical distancing protocol
- Face covering requirements : Scio School District also follows School Board Policies [EBBA-AR](#) [EBC/EBCA](#), and [EBBB](#)

Screening/Isolation: Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h.

Contact Logs: Contact logs will be kept for each student/cohort. [Contact tracing classroom cohort \(with attendance software\).xlsx](#)

Outbreak Plan: The Scio School District Outbreak Protocol is outlined in section 3a.

Itinerant Staff Form
[Itinerant Staff Tracking Form](#)

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>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 (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <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"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • 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: <ul style="list-style-type: none"> ○ 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. 	<p>Staff</p> <p>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</p> <p>The district may put specific measures in place to reduce the risk of transmission of COVID-19 for students and staff in high risk populations. High risk populations include people who have one or more of the following characteristics or conditions. People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19. (Ready Schools, Safe Learners):</p> <ul style="list-style-type: none"> • Age 65 years or older • Cancer • Chronic lung disease or moderate to severe asthma • COPD • Serious heart conditions such as heart failure, coronary artery disease, or cardiomyopathies. • Immunocompromising conditions, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications. • Immunocompromised state (weakened immune system) from Solid organ transplant • Obesity (Body mass of 30 or higher) • Type 2 diabetes mellitus • Chronic kidney disease undergoing dialysis • Liver disease • Sickle cell disease <p>Re-deployed options could include:</p> <ul style="list-style-type: none"> • On-line instruction and support • Custodial Work or office work without student/staff contact. • Staff could consider leave options as well. <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with bi-weekly check ins. • Medically fragile students may be offered the option of scheduled small group instruction to meet SDI or ELL needs in addition to virtual learning opportunities. • Those students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. • To the extent possible, students who are unable to participate in On-Site instructional models due to their high-risk status, will be provided the opportunity to attend/interact with their peers. This may be through interactive lessons or through collaborative projects. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • 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. • Student teachers or student interns will be considered essential personnel.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input checked="" 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 checked="" 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). <input checked="" 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. <input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Physical or spatial distancing is the intentional physical distance placed between individuals to limit the likelihood of respiratory droplets reaching other individuals. While staying at home and avoiding groups of people are important measures in achieving this as schools reopen spatial measures must be taken to ensure physical distance between individuals. Generally speaking, this is 6 feet between individuals, since respiratory droplets often spread between 3 and 6 feet (CDC, 2020)</p> <p>Students will be placed in grade-level cohorts. Capacity for Elementary School Settings: (Usable Sq. Ft.)</p> <ul style="list-style-type: none"> ● Gym: 7,299 sq. ft. (Maximum of 209 people) ● Cafeteria: 4,176 sq. ft. (Maximum of 119 people) ● Library: 1,189 sq. ft. (Maximum of 32 people) ● Kindergarten (A): 992 sq. ft. (Maximum of 28 people) ● Kindergarten (B): 960 sq. ft. (Maximum of 25 people) ● 1 st Grade (A):980 sq. ft. (Maximum of 28 people) ● 1 st Grade (B):1015 sq. ft. (Maximum of 29 people) ● 2 nd Grade (A): 962.5 sq. ft. (Maximum 27 people) ● 2 nd Grade (B):980 sq. ft. (Maximum of 28 people) ● 3 rd Grade (A):968.7 sq. ft.(Maximum of 28 people) ● 3 rd Grade (B):915 sq. ft. (Maximum of 26 people) ● 4 th Grade (A):978 sq. ft. (Maximum of 27 people) ● 4 th Grade (B):882.92 sq. ft. (Maximum of 25 people) ● 5 th Grade (A): 1002 sq. ft. (Maximum of 28 people) ● 5 th Grade (B): 1020 sq. ft. (Maximum of 27 people) ● 4/5 Blend Gym Classroom: 832.21 (Maximum of 23 people) ● Possible 2/3 Blend(Library): 1,189 (Maximum of 32 people) <p>Hallways: Hallways will only be used for bathroom access. Teachers or instructional assistants will ensure that each student waits at the classroom door until the bathroom is available. Each bathroom will be used by only one student at a time to avoid the mixing of cohorts.</p> <p>Outside classroom doors will be used for all other transitions.</p> <p>Classrooms: Classrooms will be marked with dots to help students visualize six feet apart spacing and manage transitions. Signs will be placed on the walls to remind students of handwashing, mask wearing, and social distancing.</p> <ul style="list-style-type: none"> ● Time spent in lines will be kept to a minimum. ● Practices will be made and adopted to maintain 6 feet distancing during activities and instruction. ● SDI will occur in a single classroom within an intact cohort when possible and additional services may be provided through push in support. ● All desks will be set up to maintain six feet of social distancing to the maximum extent possible. ● Whenever possible, students will be provided individual supplies to support distancing and minimize risk. When items are shared, objects will be sanitized. <p>Communal Spaces:</p> <ul style="list-style-type: none"> ● Communal and shared spaces (Such as cafeteria, playgrounds, and staff work areas) will be restricted as much as possible.

- Use of these areas will be staggered and areas will be cleaned between uses.

Staff Meetings: Will be virtual unless there are small groups where physical distancing can be ensured.

Schedule Modifications: Schedules for when students arrive and leave will be staggered by grade level to avoid cohort mixing and to maintain social distancing requirements. Staggered locations for pick up and drop off according to grade level will also ensure physical distancing. Students will walk to the bus in small groups and parents will remain in cars as students are brought to them. K-3 will start in the morning hours, while 4-5 will start just prior to lunch and have mainly afternoon hours. This will ensure that we have few students in the building and greater support can be shifted to grade levels.

Playgrounds:

Cohorts will remain intact and separate on the playground with a staggered schedule that allows for equipment to be sanitized between cohorts.

Speech / Language:

- Plexiglass barriers will be used to reduce the spread of respiratory droplets.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ 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 must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Cohorting is a strategy to reduce COVID 19 spread. Cohorting refers to a consistent group of students that stays together for the duration of the day. Stable cohort groups can reduce the spread of disease in schools. Students can be part of more than one cohort during the school day, but with each new cohort, there is increased risk. Each cohort must have a system to ensure contact tracing can be completed; daily individual student or cohort logs are required; cohorts must be diverse groups of students that would typically be grouped in schools. (<i>Ready Schools, Safe Learners, 4.0</i>)</p> <p>Cohorts will be designated by classroom and bus route. Classroom cohorts will be 30 or less as dictated by the capacity of the room, allowing 35 square feet per person in determining that capacity.</p> <ul style="list-style-type: none"> • Each cohort will remain in one classroom when feasible during the duration of the learning day, including lunch and/or breakfast. Playgrounds will be designated by cohort and scheduled. • Teachers of specific academic content areas will rotate instead of students to the maximum extent possible. • Physical Education and Music instruction will be digital most of the time. • Any one staff member cannot interact with more than three cohorts in a given day and five in a week. • Rosters of each cohort must be kept for all group encounters throughout the day, including transportation. • Families will commit to a bus route, and the members of the cohort will be documented for contact tracing. • Students will be required to ride the same bus for arrival and dismissal. • The classroom cohort is the student’s second and final cohort, if they ride the bus. • A cohort log will document student and staff interactions with cohorts. Staff will wash their hands and use hand sanitizer between interactions within cohorts.

- Restroom breaks will be staggered so cohorts do not mix.
- Staff has been allocated to provide regular sanitation throughout the school, including restrooms, door handles, and commonly touched surfaces. Surfaces will be cleaned and disinfected regularly throughout the day.
- Staff will wash their hands between interactions within cohorts.

Other Possible Cohorts:

Students should not be placed into full time cohort groups based on any demographic or disability criteria. (E.g., students with complex medical needs, students with IEPs, students receiving language services, etc.)

1. English Language Services
2. Speech and Language
3. Title and Special Education

(Stable cohorts are evenly balanced grade level groups of students with diverse needs and abilities to ensure equity of instruction.)

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> ● 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. <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>The District will implement and provide communications for multiple areas including health promotion, communication of policies and restrictions. School staff should not provide medical advice.</p> <p>School Communication</p> <ul style="list-style-type: none"> ● Post signs in highly visible locations (Entrances, restrooms, classrooms) ● Promote everyday protective measures and describe how to stop the spread of germs by wearing face coverings and washing hands. ● Age appropriate methods will be used to encourage positive hygiene behaviors. ● Students will have education provided on COVID-19 symptoms in order to self-identify when developmentally possible. <p>Family and Staff Communication</p> <ul style="list-style-type: none"> ● A return to work protocol is provided. ● A letter to staff is provided. ● A letter to families in case of an outbreak is provided. ● Protocols will be shared with staff and families. ● A self-screener will be given to staff to fill out daily. ● Families and staff will receive communication on logistical changes for arrival and departure, physical distancing and schedule changes. <p>Public Health Authority Communication</p> <ul style="list-style-type: none"> ● The superintendent will be the point of contact for Linn County Public Health. ● Guidance will be given along with information regarding possible students or staff who are close contacts or have had cases of COVID-19. This will then be shared with families and staff as appropriate for each situation. Communication regarding potential exposures or exclusions can be found in “Response to Outbreak”, section 3.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
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- ☒ 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:
 - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
 - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, *new* nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
 - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
 - Emergency signs that require immediate medical attention:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion or inability to awaken
 - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
 - Other severe symptoms
- ☒ 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.
 - 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. [Planning for COVID-19 Scenarios in Schools](#)
 - for nurses and health staff.
- ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [Planning for COVID-19 Scenarios in Schools](#)
- ☒ 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.
- ☒ 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.

Parents will be advised to screen their children prior to sending them to school. Families were provided with a symptom checker, along with steps to follow for any possible symptoms or exposure. This will be done as guidance not medical advice.

Our school will have students enter through outside side doors that are specific to each classroom. Students will be screened upon entry. Handwashing and hand sanitizing stations will be utilized by staff, students and visitors upon entry to the building or classroom.

If a student shows signs of illness or symptoms listed in the “Visual Screening Guidance,” they will be sent to the health room to be screened by a designated staff. In addition, any student showing signs of illness during the course of the day, will be sent to the health room to be screened by designated staff. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).

Visual Screening Guidance:

- Unusual coloration
- Unusual behavior
- New or significant coughing
- New nasal congestion or runny nose
- Respiratory symptoms not typical for the student
- Shortness of breath
- Chills
- Appearing ill
- Vomiting

Student Complaint (Same procedure as the visual staff screening. The student will report to the sick room.)

- Nausea, vomiting or diarrhea
- Headache
- Muscle Pain
- Fever
- Sore throat
- New nasal congestion or runny nose
- Loss of taste or smell
- General unwell feeling

Designated health room staff will screen students as per the “Symptom Screening Criteria” to determine if symptoms are present that require isolation or dismissal. If a student shows signs of COVID-19 symptoms they will be escorted to an isolation space. 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. [Planning for COVID-19 Scenarios in Schools](#)

A decision will be made on next steps following HOA and ODE guidance. Students will remain isolated until parents/guardians pick them up. Students with symptoms will be recorded into the health room log. All screenings will be conducted safely, respectfully and in accordance with any applicable privacy laws and regulations. See 1i, regarding isolation methods for specifics regarding isolation and exclusion.

Symptom Screening Criteria

1. Check temperature to assess for fever
2. Identify if the following symptoms are present:
 - shortness of breath or difficulty breathing not explained by an underlying condition or relieved with rescue medication
 - Nausea or vomiting
 - Diarrhea
 - New onset of loss of taste or smell
 - Unusual fatigue

- Muscle or body aches
- Headache
- New nasal congestion or runny nose

3. Symptoms that require immediate medical attention:
- Breathing distress
 - Persistent pain or pressure in the chest
 - New confusion
 - Inability to wake or stay awake
 - Bluish lips or face
 - Other severe symptoms

Entry / Screening on Arrival:

Students arriving by bus will be visually screened as they exit the bus and the results will be recorded using the contact tracing log by school staff. After screening the student will be escorted into the school.

Students arriving by car, bike or on foot will report to the designated door to be visually screened upon arrival. After students are screened they will enter the classroom and wash hands. If these students show signs of symptoms listed in the “Visual Screening Guidance” they will be sent to the health room to be screened by a designated staff meeting.

Staff Screening

- Staff will self-screen and attest to their own health via a Google form each day.
- Staff members are not responsible to screen other staff.
- Staff are required to report to the building administrator as soon as they are aware they may have been exposed to COVID-19 in the last 10 days.
- Staff are required to report to the building administrator as soon as they are aware that they have symptoms related to or a positive test for COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. 	Volunteers and visitors are limited to the greatest extent possible from all onsite activities. Itinerant staff, substitute teachers and other district staff who move between buildings are not considered visitors or volunteers.
<input checked="" 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. See table “Planning for COVID-19 Scenarios in Schools.”	Student teachers, DHS Child Protective Services, Law Enforcement, and ESD specialists are considered essential staff and are not considered visitors.
<input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.	If a visitor must enter campus, they will wash their hands or use sanitizer upon arrival and will complete a symptom screening survey. If there are any positive responses, they must immediately leave the building. When on school property, they will follow all face covering and distancing protocols currently in place.
<input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	All organizations that share or use the school facilities will be required to follow the same guidance as visitors in addition to all current health requirements related to their organization/activity.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative 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><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. 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><input checked="" type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p><input checked="" type="checkbox"/> Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> ● 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"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering; ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <p><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA:</p> <p><input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> ● Offering different types of face coverings and face shields that may meet the needs of the student. ● Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. ● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. ● Additional instructional supports to effectively wear a face covering. 	<p>For the purpose of this guidance, please refer to the current Oregon Health Authority definitions and specifications.</p> <p>https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le2288k.pdf</p> <p>Face coverings are required for all students in grades kindergarten and up, along with all staff. Certain accommodations are noted below.</p> <p>ODE, OHA, schools, families and community organizations will work together to prepare younger children to wear face coverings safely and effectively.</p> <ul style="list-style-type: none"> ● Face masks are preferred over face shields because they provide better containment of small aerosols that can be produced while talking. Use of a face shield alone should only be done on a very limited basis, because wearing a face shield alone without a mask or face covering increases the potential for transmission of viruses to those in the same room as the individual with the mask or face covering. ● Face shields are an acceptable alternative 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. When an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. ● Face coverings must be worn both indoors and outdoors, including outdoor recess. ● Group mask breaks are not allowed. ● If a student needs to remove a face covering for a short period of time, they should move away from peers. A designated area or chair must be appropriately distanced from other students and disinfected after each use. ● Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site Instruction must be provided access to instruction. Comprehensive Distance Learning may be an option; however, additional provisions apply to students protected under ADA and IDEA. ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ● ODE Face Coverings and FAFE- Supplemental Guidance ● Physical Barriers such as sneeze guards and partitions may be installed in areas where it is difficult for individuals to remain at least 6 feet apart. (Eg. front office desks, cafeteria)

- ☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
 - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

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1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	The school principal or designee, will connect with the district nurse on updates for plan and isolation measures taken to that point.
☒ 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.	Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before

<ul style="list-style-type: none"> • 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 required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, asymptomatic individuals shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<p>timeframes and symptom resolution as listed in current OHA/ODE guidance. Refer to table in Planning for COVID-19 Scenarios in Schools.</p> <p>All students who become ill at school with excludable symptoms will:</p> <ul style="list-style-type: none"> • Remain at school in the designated isolation area supervised by staff until parents can pick them up. A student will never be left unattended. • 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. <p>While exercising caution to ensure safety, staff will maintain student confidentiality as appropriate.</p> <p>Daily health room logs will be maintained: Routine health logs which include the name of student, time they were in the health room, reason for the visit and treatment provided.</p> <p>Communicable disease surveillance logs will list the name of students sent home for illness, along with their symptoms and time they were in the health and isolation room.</p> <p>FERPA allows schools to share personally identifiable information with the local public health authorities without consent when needed to respond to a health emergency. Schools should work with the Local Public Health Authority to ensure they are able to effectively respond to and control outbreaks through the sharing of information, even without parental consent, when appropriate. Consult with district legal counsel for more clarification.</p>
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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
<p><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <p><input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p> <p><input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</p> <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p><input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.</p> <p><input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</p>	<p>All students will be enrolled following the Oregon Department of Education's guidelines.</p> <p>No student will be dropped for non-attendance if they meet the following conditions.</p> <ul style="list-style-type: none"> • Are identified as vulnerable to infection with COVID 19. • Have had COVID 19 symptoms in the past 14 days.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the</p>	<ul style="list-style-type: none"> • Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. • Designated attendance staff will notify the principal when an absence rate has increased by 20% or more. • The principal or designee will report this increase to the district nurse and attendance officer. • For any Hybrid Instruction Model or Comprehensive Distance Learning ODE has established the following definitions and guidance. Interaction can be evidenced by any of the following or reasonable equivalents: <ol style="list-style-type: none"> 1. Participating in a live Meet. 2. Communication from the student to the teacher.

<p>student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</p> <p><input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</p> <p><input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</p>	<ol style="list-style-type: none"> 3. A phone call between the teacher or an assistant. If the student is younger it may be communication with a parent or guardian. 4. Posting completed coursework to a platform or via email. 5. Turning in completed coursework on a given day. <ul style="list-style-type: none"> • When there is no evidence of a student interaction during a 24 hour period surrounding a scheduled school day as described the student may be counted absent. • Attendance must be taken at least once each school day. • Student engagement and consistent attendance will be monitored. Culturally responsive and relevant scheduling decisions that promote whole student wellness will be key. • Design and implement a system of support that addresses barriers teachers may be facing in engaging and communicating with families.
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2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<ul style="list-style-type: none"> • The district will survey families to collect information about technology needs in the home during registration. • The tech team will complete a list of all of the software and students that are facing technology issues. They will look for solutions and understand the implications for student privacy. • The district did review technology policies and did create a support contact designated to addressing technology support needs. • Students will be provided resources about digital citizenship and ways to navigate online environments safely. • Staff and students will be assigned technology that only they will interact with during a given school day. • After all interactions with devices, they will be properly sanitized and stored. • No device will be shared with staff or students without sanitization of the device prior to the transfer. • Scio School District Staff will ensure that all staff involved with the distribution of devices will maintain physical distancing requirements. No two co-workers assigned to this project will be within 6 feet of each other. Supplies will be distributed to parents using a drive-thru method. All user agreements will be filled out online for collection. Parents will drop off all returned devices in a designated box.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p><input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input checked="" type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If</p>	<ul style="list-style-type: none"> • Handwashing: provide age appropriate hand washing education, define appropriate and frequent times to wash hands, and provide hand sanitizer when hand washing is not available. • Equipment: All classroom supplies will be cleaned and sanitized before use by another cohort group. • Safety Drills: During fire drills, all cohorts will be physically distanced during exit, recovery, and re-entry procedures. Cohorts will independently practice safety drills on a regular basis. • Events: Field trips will be designed virtually for the school year. All large gatherings and assemblies will be cancelled. Special guests may teach students through the glass breezeway but may not enter the school building.

personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.

- **Transitions/Hallways:** Hallway traffic will be minimized and outer doors will be utilized instead. Hallways will only be used to gain access to bathrooms and will be limited to one student at a time.
- **Personal Property:** Each classroom will have a limit on the number of personal items brought into school. A full list will be sent home prior to class starting with allowable items. (Eg. refillable water bottles, school supplies, headphones, etc.) If personal items are brought to school they must be labeled prior to entering school and may not be shared with other students. Backpacks and personal items will be hung on a hook near the side of each student desk.
- **Restrooms:** Each cohort will have a designated restroom and will not intermix with other cohorts. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day. Visual reminders will be used in all restrooms to encourage hygiene practices. Teachers will provide instruction on safe bathroom usage.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ 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"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible 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. 	<p>Bus Arrival: Buses will arrive at the same time for grades K-3 and at a later time for grades 4-5. Students will unload the buses in a staggered manner.</p> <p>Staff members will meet the buses and will walk students to the outside classroom door for a visual health check. Students will follow all physical distancing guidelines during this process. Staff members will meet each student at the door and will record the screening results in the contract tracing log. Students will then immediately walk to the sink and wash hands prior to moving towards their desk.</p> <p>A staff member will be stationed at the entrance doors, ensuring all students get a symptom check and are able to immediately wash their hands.</p> <p>Car line Arrival:</p> <ul style="list-style-type: none"> ● Cars will line up and staff will unload each car and then the cars will move forward and the process will repeat. ● Students will be visually checked prior to entering the outside classroom door. Each classroom has a specified entrance. ● After screening students will wash their hands in the sink as they enter. ● Staff inside the building will monitor students as they walk to the classrooms. <p>Dismissal Procedure: A comprehensive dismissal plan that supports social distancing and ODE guidelines was created to support staggered student dismissal.</p> <p>Parent Pick up:</p> <ul style="list-style-type: none"> ● Each grade level has a different dismissal time and classes will leave the building two at a time using walkie talkies. ● Each class has a teacher and an IA. One staff member will escort students riding the bus and the other will escort walkers and car riders while maintaining social distancing. ● IAs will assist one grade level and then come back to assist the next grade level. ● Students will be dismissed two cohorts at a time. <p>Bus:</p> <ul style="list-style-type: none"> ● Students will be dismissed in the same manner as the “parent pick up”

- Students will be dismissed two cohorts at a time.

Handwashing stations or hand sanitizer dispensers will be placed near high traffic areas.

Students:

- Each student will be assigned a specific door, determined by class and grade level.
- Students will enter and exit the building using a staggered approach, determined by cohort and grade level.
- Upon entry, students will go directly to their cohort.
- Staff will be present at each entry point to visually screen students.
- Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance and be checked by office staff and then again at their designated door.

Staff:

Staff will fill out a self-screening log each day, noting arrival and leaving times.

Visitors:

Visitors and volunteers will be limited and will need to prearrange their visits. When they are allowed on campus, they will wash hands or use hand sanitizer upon entrance and will complete the symptom screening survey. If there are any positive symptoms, they must immediately leave the building. Face coverings will be required at all times inside and outside on school grounds.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Student desks and tables should be six feet apart. Students will be assigned the same seat at all times. Each classroom has visual aids to help students maintain appropriate spacing during transitions. • Materials: Students will bring their own supplies to classrooms and will not share. If they must share, the items will be cleaned in between student use. • Handwashing: Students will wash hands before eating, when they enter or leave a classroom, use the restroom, and frequently throughout the day. • Upholstered furniture and soft seating may be removed from the school building. • Students will hang their personal items on their desks and/or chairs.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). 	<p>Playgrounds will remain closed for public use. The school will post signs sharing this information with the public.</p> <p>Classes may use the playground for recess on a staggered schedule throughout the day.</p>

- ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.
- ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- ☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).
- ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.

Playground structures will be disinfected daily and in between each cohort group. [CDC guidance](#) will be followed in the cleaning of the play structure.

Each cohort group will use their own playground supplies.

Students must use hand sanitizer before and after using playground equipment.

Cleaning requirements must be maintained; refer to section 3.

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.

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 will need to support students with guidelines for the use of specific equipment.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). ☒ 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 shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff must 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. 	<p>Students will eat within their cohort to limit an additional cohort. This will take place in each classroom.</p> <p>Meals will not be scheduled during Limited-In Person Instruction (LIPI).</p> <p>Meals will be delivered to the classroom.</p> <p>No communal serving utensils will be used and all meals will be individually apportioned in bags, trays, or foil.</p> <p>Delivery of meals will be provided if students are not at school.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of 	<p>There will be at least three feet of physical distance between passengers unless students are from the same household.</p>

<p>the bus (see section 2j of the Ready Schools, Safe Learners guidance).</p> <ul style="list-style-type: none"> ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> • 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"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the Ready Schools, Safe Learners guidance. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. 	<p>When possible there will be six feet of distance between the driver and students. This requirement may be enforced with the cordoning off of seats as appropriate.</p> <p>Bus drivers will have an extra supply of face coverings for students if needed.</p> <p>The maximum capacity of each bus will be calculated.</p> <p>Routing adjustments will be made to account for stable cohorts with students who share a residence.</p> <p>Clean and sanitize buses between cohort routes.</p> <p>Meet with parents/guardians of students who may require additional support.</p>
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2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. 	<p>Surfaces will be cleaned, sanitized, and disinfected frequently. Door handles, sink handles, drinking fountains, and transport vehicles should be given extra care.</p> <p>Use CDC guidance to maintain clean and disinfected classrooms, cafeteria settings, and restrooms.</p> <p>Outdoor play structures should have routine cleaning in addition to cleaning between cohorts.</p> <p>Follow CDC guidelines for cleaning practices and follow instructions on all cleaning products.</p> <p>Staff will receive information on proper use of cleaning practices and procedures.</p> <p>Ventilation systems will be checked and filters changed.</p>

- ☒ 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).
- ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do **not** use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).
- ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms.

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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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). 	<p>Designated staff will be responsible for:</p> <ul style="list-style-type: none"> ● Responding to specific COVID-19 concerns within each school building as appropriate. This may be the principal, district nurse or designated staff. ● Assigned per building and trained for screening and isolation of ill persons and appropriate data collection and entry so retrieval is simple. ● Assigned to facilitating tracking documents of individuals entering and leaving schools and classrooms. ● Specifically trained to enforce physical distancing during peak hours, such as arrival and departure and transition periods. <p>Staff Training</p> <ul style="list-style-type: none"> ● All staff will be trained on the identification of concerning or excludable symptoms to determine when a student should be referred to the health room for symptom screening and isolation. ● Custodial staff will be trained, under the direction of facilities management to increase sanitation. ● All staff training will adhere to physical distancing guidance.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
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<p>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"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the “household” or “family unit” applies to your residents and staff <p>Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception</p> <p>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>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>There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p>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"> ● Limit travel to essential functions. ● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <p><input type="checkbox"/> Any boarding students newly arriving to campus will either:</p> <ul style="list-style-type: none"> ● Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR ● Quarantine on campus for 14 days (or current CDC recommended time period). <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	
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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. 	<p>At least thirty minutes in each school month will be used to instruct students on emergency procedures for fires, earthquakes, and safety threats.</p> <p>Fire drills will happen monthly.</p> <ul style="list-style-type: none"> ● These drills will be carried out as close as possible to what would be used in an actual emergency. ● Drills must be completed in at least 15 minutes and physical distancing must be considered. ● Staff will be trained on safety drills prior to students arriving on the first day of class.

<ul style="list-style-type: none"> ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p>☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p>☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p>☒ Drills shall not be practiced unless they can be practiced correctly.</p> <p>☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p>☒ 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).</p> <p>☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<ul style="list-style-type: none"> ● Students will wash hands with soap and water for 20 seconds or use an alcohol based hand sanitizer after the drill is complete.
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p>☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● 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. 	<p>Teachers have been trained to use Collaborative Problem Solving along with the 7 Habits of Happy Kids to teach students coping skills and help with students who are escalated. RULER training will begin in February.</p> <p>Students who are prone to self-regulatory behaviors have breaks throughout their day to incorporate calming strategies and have access to a calming space. Individual mask breaks may be given to increase stamina and movement breaks outside of the classroom.</p> <p>Students will be taught to recognize the signs of distress, including worry, fear, insomnia, difficulty concentrating, and unexplained physical symptoms. Students will learn to be more aware of the state of their mental health to avoid distress before it becomes unmanageable.</p> <p>The staff will develop predictable routines, validate student emotions and feelings with empathy and practice re-regulation activities.</p> <p>There is a specified Calm Room in the office supervised by the counselor and counseling intern for students to use when they need to de-escalate. The room is cleaned in between student use.</p> <p>Parents are contacted as soon as escalating behavior occurs and they may be given the option of Comprehensive Distance Learning until the behavior can be regulated.</p>

- Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
 - If students leave the classroom:
 - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
 - Ensure physical distancing and separation occur, to the maximum extent possible.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
 - If staff need to intervene for student safety, staff should:
 - Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

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2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	<p>Single-use masks are available in the office for all staff and students.</p> <p>While alternatives to restraint and seclusion should be considered by a trained staff member, if used the risk of infection should be limited. Precautions such as face coverings, handwashing, and minimization of exposure should include avoiding long and extended physical holds.</p> <p>To minimize risk, staff may want to consider goggle type eye protection, medical grade face masks, and protective gloves if they can be used while maintaining the safety and dignity of the student.</p> <p>Protective equipment should be cleaned or disposed of immediately. Hard surfaces should be cleaned.</p> <p>All required debriefing and reporting procedures for the restraint once all health and safety issues have been addressed.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit.	See 1a and 1e.
<input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	See 1d
<input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.	See 2h
<input checked="" type="checkbox"/> Continue to provide meals for students.	See 2d

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	
<input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	
<input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	



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 <i>Include how/why the school is currently unable to meet them</i>