



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 11/9/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Hudson Park Elementary
Key Contact Person for this Plan	Heidi Blakley
Phone Number of this Person	503-556-0916
Email Address of this Person	<a href="mailto:heidi_blakley@rsd.k12.or.us">heidi_blakley@rsd.k12.or.us</a>
Sectors and position titles of those who informed the plan	Heidi Blakley, HPE Principal Megan Keplinger, Preschool Director/Communications Director Heidi Schafer, Special Education Director/NCA Principal Staff Committee, Rainier School District Mary Goodwin, Transportation Supervisor Nick Hansen-Sedor, Technology Director Danielle Nelson, District Nurse Debby Webster, Nutrition Services Director Graden Blue, RJSHS Principal
Local public health office(s) or officers(s)	<a href="https://www.columbiacountyor.gov/departments/PublicHealth230">https://www.columbiacountyor.gov/departments/PublicHealth230</a> Strand St. Columbia County Courthouse Annex

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

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

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

	St. Helens, OR 97051 24-hour Emergency Contact: 503-397-7247 Fax: 888-204-8568 <b>Monday - Friday</b> 8:30 a.m. to 5:00 <b>Administrator</b> Michael Paul
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Per school as follows: HPE: Heidi Blakley NCA: Heidi Schafer RJSHS: Graden Blue
Intended Effective Dates for this Plan	11/9/2020
ESD Region	Northwest Regional ESD

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

<p>Rainier School District #13 began its school year in a Comprehensive Distance Learning (CDL) model. CDL included Google Classroom platform, Rainier Virtual Academy hosted by Odysseyware, and paper-based learning.</p> <p>Under the new Ready Schools, Safe Learners Guidance Version 4.0.0, the Rainier School District has updated its Operational Blueprint to include limited-in person and hybrid learning plans.</p> <p>Rainier School District #13 utilized multiple efforts to engage our community in preparing for the 2020-2021 school year. First, to evaluate the needs of our community before we implemented distance learning in the spring of 2020, we sent out a Device-Ready survey to all stakeholders. The purpose of this survey was to help our district consider students' and families' needs for online learning. At the close of spring 2020, distance learning, we sought feedback from constituents regarding the District's response to the pandemic. This survey included questions for families about the return to school in the fall. From that survey, we determined 17% of the 174 respondents said they were very concerned and not comfortable with sending their child back to school in the fall. Finally, Rainier School District partnered with the Center for Education Effectiveness to administer the EES-Reopening Survey™ to all stakeholders. Staff, student, and family perceptions were gathered around:</p> <ul style="list-style-type: none"> <li>● Safe &amp; Supported Learning Environment</li> <li>● Transportation &amp; Food Safety</li> <li>● Teaching &amp; Learning</li> <li>● Access &amp; Engagement</li> <li>● Scheduling &amp; Staffing</li> </ul> <p>Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. Across our district, students will have access to a variety of online learning opportunities.</p> <p><b>Current Enrollment:</b> 869 (RSD) HPE 436; NCA 20; RJSHS 413  <b>Special Education Percentages:</b> HPE 23%; NCA 25%; RJSHS 12%  <b>Free and Reduced Lunch:</b> 50.27% (RSD); HPE (53%); NCA (51%); RJSHS (47%)</p> <p><b>Among students in the Rainier School District:</b></p> <ul style="list-style-type: none"> <li>● 50.27% access free and reduced lunch</li> </ul>
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- 17% identify as students of color
- 18 % experience special needs (NCA 5; HPE 100; RJSHS 51)
- 4% require accommodations from a 504 Plan (NCA 2; RJSHS 23; HPE about 9)
- 2% are emerging bilingual students

**Among students in Hudson Park Elementary:**

- 53% access free and reduced lunch
- 15% identify as students of color
- 18% experience special needs
- 2% require accommodations from a 504 Plan
- 2% are emerging bilingual students

**Among students in Rainier Junior/Senior High School:**

- 47% access free and reduced lunch
- 17% identify as students of color
- 12% experience special needs
- 10% require accommodations from a 504 Plan
- 2% are emerging bilingual students

**Among students in North Columbia Academy (District program for Rainier Junior/Senior High School:**

- 51% access free and reduced lunch
- 17% identify as students of color
- 25% (5 students) experience special needs
- 10% (2 students) require accommodations from a 504 Plan
- .5% are emerging bilingual students

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/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) 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.**

Whether limited in-person, hybrid, or in-person, CDL will remain an option for our district throughout the school year. Therefore, this plan outlines how CDL will operate as well as how the addition of limited in-person and hybrid will support learning for our students while ensuring the safety of staff and students.

Under the new metrics announced October 30, 2020, Rainier School District will continue CDL while planning for both limited in-person and hybrid learning models for our Pre-K-3. Pre-K-3 will be prioritized with a rolling start date for grades 4-6. With the increase in Columbia County cases, Rainier School District will continue to collaborate with Columbia Public Health and phase-in hybrid learning when it is safe to do so. Depending on the metrics, it is our hope that grades Pre-k-12 can begin hybrid on or before February 1, 2021. Limited in person will begin 11/16/2020.

We will initiate hybrid using a slow rollout beginning with Pre-k-3rd grade. The initiation of a hybrid model for grades 4-12 is dependent on county metrics being below 50 cases per 100,000. Until the county meets the green metric, 4-12 grade will have limited in-person opportunities prioritized for students in need of academic and social-emotional support as well as those students enrolled in CTE and hands-on courses requiring a lab setting.

**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.**

Rainier School District #13 is not in need of flexibility or waiver. We will adhere to the guidelines outlined in *Ready Schools, Safe Learners Guidance for School Year 2020-21* (v. 4.0.0, adopted October 30, 2020).

**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.**

It is our belief that our students need consistency, therefore, unless there is a change prior to the first day of school, students will begin Comprehensive Distance Learning on September 21 and we will review county and state data for a possible in-person reopening on November 9. We will constantly analyze the data and make shifts cautiously and thoughtfully. To ensure the best possible learning platform, our teachers will undergo professional development focused on virtual instruction beginning September 2 which will delay the start of school two weeks. For clarification purposes, the following timeline has been provided:

September 2, 2020	Teachers return to work for professional development
September 21, 2020	First day of school for students (CDL)
November 16, 2020	Limited In-person for K-12 <sup>th</sup> grade*.
TBD	Hybrid for Pre-K-1 begins*.
TBD	Hybrid for 2-3 begins*.
February 1, 2021	Hybrid for 4-12 begins**.
*Assuming Case rate remain between 50 and 100 cases per 100,000	
**Assuming Case rate is below 50 cases per 100,000	

We are providing a menu of options including CDL learning, which is teacher-driven and includes synchronous and asynchronous learning, as well as a comprehensive virtual learning platform through the Rainier Virtual Academy. RSD will continue to revise plans in accordance with updates. Currently, plans are in place to transition from CDL to hybrid, hybrid to full in-person, and transition back to CDL as necessary.

*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  $\leq 75$ ) 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 for 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
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.</li> <li><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.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> </ul>	<p>Reducing the spread of COVID-19 will be done by physical distancing, using approved face coverings, donning PPE when appropriate (including but not limited to caring for symptomatic students in isolation, nursing procedures, and first aid.), increasing hand hygiene with soap, water and hand sanitizer, serving students and staff in small and stable cohorts, isolate and quarantine staff and students for COVID symptoms or a COVID exposure as defined in the <a href="#">COVID Scenarios for Schools guidelines</a>, establishing a cleaning and disinfecting protocol with facilities management and maximizing airflow and ventilation.</p> <p>Our current Communicable Disease Plan is linked <a href="#">here</a>.</p> <p>Designated personnel to enforce physical distancing at each school are:                      HPE - Heidi Blakley                      Preschool - Megan Keplinger                      NCA - Heidi Schafer</p>

- ☒ 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).

RJSHS - Graden Blue

Danielle Nelson, RN, Rainier School District and Heather Bell, RN from Columbia County Public Health provided medical input for the plan. All public health guidelines and recommendations from the ODE and OHA were used for planning.

Staff have been trained on physical distancing, face covering requirements, self illness screening and when to stay at home. Virtual training will be provided to identified staff on visual screening of students upon entry to school each day by Danielle Nelson, RN.

Danielle Nelson, RN is the point of contact for public health and will be communicating with Heather Bell of Columbia County Public Health about confirmed COVID-19 cases among students and staff. Email and cell phone is the most efficient way of contact.

Danielle Nelson, RN will be tracking illnesses of staff and students with the help of the school secretaries. Secretaries will track illness reports and symptoms with parent absence calls. Process TBD. All public health recommendations will be followed.

Employee logs are kept in a Google form. We also have paper logs for employees that move from building to building. Those are kept for 4 weeks and are ready to provide to PH upon request. Logs for students and cohorts are being developed.

Ill staff will be sent home. Ill students will be sent to isolation rooms that are supervised by at least one staff member. A single staff member will not be alone with a single student. The district's isolation room will be located in the Hudson Park Elementary gym. In the event of the need for additional space, the district boardroom will be identified as a secondary location.

Isolation rooms will be stocked with all necessary PPE and staff will be trained on all health protocols. PPE needed: medical grade face masks, face shields, waterproof gowns, gloves at the minimum. Sink for hand washing and hand sanitizer will be available. Rooms will have phones. Chairs or cots will be spaced for social distancing. Custodial will clean space after each student. Rooms will have adequate ventilation according to CDC standards.

Processes for cohort logs are being developed. Logs will include student name, method of transportation to and from school, pick up and drop off time, parent/guardian info and emergency contacts and a list of all staff who interact with each cohort.



All logs will be kept in the school offices for four weeks and will be provided to public health upon request for contact tracing.

Staff are required to sign in when they enter a building that isn't their normal work area in a given day.

Superintendent, Dr. Hatrick is responsible for completing the weekly school status system which includes weekly updates on instructional model and student counts.

Danielle Nelson, RN will collaborate with Dr. Hatrick, Superintendent, on all cases of COVID-19 and COVID -19 exposures. Danielle Nelson will communicate with public health and all recommendations outlined in the Ready Schools, Safe Learners and from Public Health for cleaning, quarantining and outbreak response will be followed.

### 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><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> </ul>	<p>RN will contact families of students with health plans to determine individual plans to return to school and develop personalized health plans for each student. RN will work with SPED director for additional student contact as necessary.</p> <p>Serving Students: All students (through parental/guardian confirmation) will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <ul style="list-style-type: none"> <li>• Parents will be able to select the online or on-site model service option that is most appropriate for their student.</li> <li>• Students who experience disability will continue to receive specially designed instruction and such services shall be delivered as designed by the IEP team.</li> <li>• A school team, including the nurse and special education staff as appropriate, shall be available for parent concerns regarding 504 plans, IEPs, IHPs or supports necessary for medically fragile or vulnerable students and/or family members.</li> <li>• Medically vulnerable students will continue to receive their FAPE through the online or on-site hybrid option.</li> <li>• ELL students will continue to receive English Language Development courses through the online or on-site hybrid option.</li> </ul> <p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction at this time. Adults in schools are limited to essential personnel only.</p>

- 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:
  - o 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.
  - o ODE guidance updates for Special Education. Example from March 11, 2020.
  - o 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.’
  - o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

#### High-Risk Student and Staff Groups

The Rainier School District will continue to serve students in high risk population(s) through on-site, hybrid, limited in-person, or comprehensive distance learning models. Staff identified as high-risk may be re-assigned and/or may consider all leave options. 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 will allow educators to support all students and synchronously integrate distance learning experiences into their on-site class. If the Rainier School District is unable to provide blended classrooms for students, students unable to attend on-site will be provided with comprehensive distance learning.

#### Medically Fragile, Complex, and Nursing-Dependent Student Requirements

The Rainier School District will account for all students that have health conditions that require nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:

1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

#### Interdisciplinary and Nursing Care

The RSD Nurse will be responsible for nursing care provided to individual students as outlined in Oregon Department of Education (ODE) and Oregon state law. The RSD Nurse will:

- 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 (IHPs), IEPs, or 504s or other student-level medical plans, as indicated, to address current health care considerations.
- The RN at the school setting should be supported to remain up-to-date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.



- Service provision should consider health and safety as well as legal standards.
- Work with interdisciplinary teams to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to update state and national guidance and resources such as:
  - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID19 in Preschool, Elementary, and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  - ODE guidance updates for Special Education. Example from March 11, 2020.
  - OAR 581-015-2000 Special Education, requires districts to provide school health services and school nurse services as part of the related services in order to assist a child with a disability to benefit from special education.
  - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</li> <li>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li>☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>Students will never be excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how schools operate. When students falter in adhering to the new operating procedures, staff will center grace and patience and reteach the expectation.</p> <p>School staff will never implement consequences that deny access to instruction as a result of these challenges. Schools and teams will continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology for compliance to healthy practices.</p> <p>Rainier School District has measured all classrooms, offices and common areas and will limit capacity to allow for 35 sq./ft. per person. Rainier School District will post occupancy limits on classrooms, offices and common areas. Calculations will only be made 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. Rainier School District staff will maintain physical distancing during all staff meetings and conferences, or consider remote, web-based meetings.</p>

Schools, programs and facilities will strive to maintain six feet of space between individuals while supporting physical distancing in all daily activities and instruction. Steps will be taken to minimize the time standing in lines and to ensure that six feet of distance between students is used when forming lines, to include marking spacing on the floor, one-way traffic flow in constrained spaces, etc.

Rainier School District will establish cohorts of students using the same classrooms with the same teachers each day. Students should remain in one classroom environment for the duration of the learning day, unless this would severely impact educational needs. Teachers of specific academic content areas may rotate through student cohorts where feasible. In high schools or other settings where cohorts must change to allow individual curricula, maintain physical distancing and disinfect desks and high-touch surfaces between groups.

Rainier School District will make efforts to restrict interaction between student cohorts; e.g. access to restrooms, activities, common areas. Efforts will be made to 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). In high schools, or settings where students require individualized schedules or elective classes, physical distancing between students will remain essential and ways to reduce mixing among cohorts will be considered. Rainier School District will make accommodations for students who will need additional support in learning how to maintain physical distancing requirements by providing instruction; rather than employing punitive discipline.

Rainier School District will follow all local school district policies and protocols related to busing.

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.</li> <li>☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> </ul>	<p><b>Stable Cohorts</b></p> <p>Rainier School District programs will establish stable cohorts. Cohort groups will be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. Additionally, students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week in hybrid learning. Limited in-person will also follow guidance from ODE/OHA. Rainier School District programs plan to limit cohort sizes to allow for efficient contract tracing and minimal risk for exposure. Rainier School District understands that the smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. Rainier School District will make efforts to minimize interaction between</p>

- ☒ 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.

students in different stable cohorts (e.g. access to restrooms, activities, common areas). When feasible, our schools and programs will provide access to All Gender/Gender Neutral restrooms. When feasible, stable cohorts will remain in one classroom environment for the duration of the learning day, including lunch. Teachers of specific academic content areas will rotate instead of students to the maximum extent possible.

**Contract Tracing**

Rainier School District will maintain Cohort Daily Logs. A key strategy in reducing the spread of disease in Rainier School District is establishing stable cohort groups in schools. Students can be part of more than one stable cohort during the school day, but with each new cohort there is increased risk. Each cohort will 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 or programs.

**Restrooms, Activities and Common Areas**

Each facility will assign restrooms, classrooms, or other activity areas for the exclusive use of one or a small number of stable cohorts rather than the entire on-campus population.

**Staff Cleaning**

All staff will have access, and be required, to perform regular cleaning of their spaces (using approved district cleaning agents) between multiple student or staff uses of their space. Routine cleaning and disinfecting will follow CDC cleaning and disinfecting guidance, and includes cleaning classrooms between groups, playground equipment between groups, restroom door or faucet handles, etc.

**Cohort Groups**

Rainier School District believes that 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.). Instead, schools or educational programs will create small groups within cohorts around skills and instructional needs.

**Staff Hand Washing**

Staff who interact with multiple stable cohorts will wash or sanitize their hands between interactions with different stable cohorts or individual students and wear face coverings. Staff will wash or sanitize their hands upon entry to the building and again when they leave. Staff will wash or sanitize hands before and after meals.

**1e. PUBLIC HEALTH COMMUNICATION**

<ul style="list-style-type: none"> <li>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> </ul> </li> <li>☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>Communication will be in collaboration with public health. Form letters included in the <a href="#">COVID Scenarios for Schools guidelines</a> will be used as communication guides.</p> <p>In the event of a presumptive or confirmed COVID-19 case in a school or educational program in Columbia County, our Communicable Disease partners at county health will provide guidance as we lead response efforts. The Rainier School District will follow the COVID-19 Communication Plan for Exposure or Case.</p> <p>All letters/emails to families will be provided in English and Spanish or other requested formats that ensure accessible to the school community.</p> <p>Note: The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</p>
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### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, 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: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, <i>new</i> nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>o Trouble breathing</li> <li>o Persistent pain or pressure in the chest</li> <li>o New confusion or inability to awaken</li> <li>o Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>o Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ 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. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i</li> </ul> </li> </ul>	<p>Parent and Staff Education</p> <ul style="list-style-type: none"> <li>• Families and staff will be provided with symptom lists and asked to check symptoms each morning prior to school and keep students home/stay home if symptomatic.</li> <li>• Such communications shall be in writing, provided via social media and emailed directly to all staff and to students in grades PreK-12.</li> </ul> <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> <li>• Students will be assigned an entry meeting location.</li> <li>• Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom</li> <li>• When the screening indicates that a student may be symptomatic, the student is directed to the isolation area where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Columbia County Health.</li> <li>• Hand washing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.</li> </ul> <p>Logging for Contract Tracing</p> <p>Please see section 1a. Screening Staff:</p> <ul style="list-style-type: none"> <li>• Staff are required to make a report to their supervisor, HR department, and the district nurse when they may have been exposed to COVID-19.</li> </ul> <p>Protocol for Entry and Screening</p> <p>Staff will greet students at designated points of entry each morning, including buses, schools and program sites. Students arriving after the start of the school day will be</p>

of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)

- [Additional guidance](#) for nurses and health staff.
- ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See table “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.

greeted by staff. "Greeters" will do visual checks of all students, staff and visitors to campus. Checks can be done visually and/or with confirmation from a parent/caregiver/guardian.

Arrivals will be expected to wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol upon entry to school, program or department sites each day.

Greeters will do visual screening for the following COVID-19 symptoms: Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. Staff members will do self-screen and attest to their own health.

Students displaying COVID-19 symptoms will be asked to return home or to report to the isolation (1i) room and sent home as soon as possible. They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.

In addition to COVID-19 symptoms, students will be excluded from school or educational programs for signs of other infectious diseases, per existing school policy and protocols.

Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.

All administrators or supervisors will evaluate their physical layout, doorways and options, and available staff to generate a comprehensive plan for effective screening.

Rainier School District will follow LPHA advice on restricting from school or educational program any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.

Once at school or educational program, and inside the campus perimeter, staff will screen students. Example would be recess at the elementary level.

When screening indicates that a student may be symptomatic, they will be directed to an isolation room or nurse's office.

Parents will be reminded to report symptoms when calling their student absent for school or program.



**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul>	<p><b>Visitors/Volunteers</b></p> <ul style="list-style-type: none"> <li>• Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time.</li> <li>• Volunteers for extra-curricular activities must be approved by the building principal. Such approved volunteers will be required to complete training on COVID protocols and this plan and sign a waiver in addition to regular trainings and background checks.</li> <li>• Adults in schools are limited to essential personnel only.</li> <li>• Essential visitors must wash or sanitize their hands upon entry and exit.</li> <li>• Essential visitors must sign-in in accordance with contact tracing.</li> <li>• Essential visitors must wear masks.</li> <li>• Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.</li> </ul> <p><b>Visitors/Volunteers</b>            Visitors and volunteers will be restricted to common entry and exit areas, while maintaining physical distancing, at the Rainier School District schools/programs or department offices until further notice. Non district personnel should schedule work/deliveries outside student contact hours, if moving beyond the school entry. Only allow contractors if six feet of physical distance between all people can be maintained. Volunteers will be encouraged to support teaching and learning by performing projects at home or other locations. Volunteers will be encouraged to pick up/return materials for requested classroom or office projects in the school/program entry, on a designated table. All contractors will be screened for symptoms upon every entry and will be required to fill out contract tracing forms. The Rainier School District will restrict from school property any contractor known to have been exposed to COVID-19 within the preceding 14 calendar days. Contractors that are allowed in schools or facilities must wash or sanitize their hands upon entry and exit. Contractors must wear face coverings in accordance with the <a href="#">RSD Communicable Disease Management Plan for COVID-19</a>, the Columbia County Public Health department, OHA, and the Center for Disease Control. Schools and programs will maximize video and telephone meetings between parents/caregivers/guardians for teacher conferences and other meetings with district staff.            Note: Staff members such as student teachers, itinerant staff, substitute teachers and other district staff who move between buildings are not considered visitors.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices. 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>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</p> <p>☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p>☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <p>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Protections under the ADA or IDEA:</b></p> <p>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.</li> <li>● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.</li> <li>● Additional instructional supports to effectively wear a face covering.</li> </ul> <p>☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</p> <p>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.</p>	<p>Face coverings or face masks are required for all staff and students on campus both indoors and outdoors. Exceptions will be made for individuals with medical exemptions, this includes students and staff. Those that need an exemption will work with building administration for alternative solutions or duty assignments. Face shields are not considered an appropriate face covering unless mouth and tongue movements need to be visualized for communication, a medical condition or when speaking to an audience for a short time. This is a consideration for specialists such as the SLP, ASD Consultant, OT, PT, School Psychologists, and Intervention Specialists working in a pull-out setting. Teletherapy and other requirements remain in place per licensing boards. It is recommended that a clear mask be worn as appropriate.</p> <p>For students who are unwilling or unable to wear a face covering, an individualized plan will be made with the student’s family and education team to meet that student’s needs.</p> <p>Face Coverings, Face Shields, and Clear Plastic Barriers</p> <p>Face coverings are required for all students in grades preschool and above along with all Rainier School District staff. Specifically:</p> <ul style="list-style-type: none"> <li>● Face coverings or face shields are required for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.</li> <li>● Face coverings or face shields are required for all students in grades preschool and up following CDC guidelines Face Coverings.</li> </ul> <p>If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:</p> <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;</li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> </ul> <p>Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</p>

- 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.

Medical-grade face masks are required for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. District nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.

Rainier School District 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 will continue to be an option, however additional provisions apply to students protected under ADA and IDEA.

If any student requires an accommodation to meet the requirement for face coverings, the Rainier School District will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

Offering different types of face coverings and face shields that may meet the needs of the student.

Providing spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.

Providing 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;

Providing additional instructional supports to effectively wear a face covering.

For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, Rainier School District will not deny access to On-Site instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA.

The Rainier School District will comply with current IEP/504 plans as well as other individualized plans such as an IHP.

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 Rainier School District will:

- a. 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.

- b. Make sure placement determinations cannot be made due solely to the inability to wear a face covering.
- c. Make sure plans include updates to accommodations and modifications to support students.

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 Rainier School District will:

- Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
- Determine, as a team, 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.

Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

The Rainier School District will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

If a staff member requires an accommodation for the face covering or face shield requirements, the school district or school will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

The Rainier School District will remind staff and students that coverings that are worn should be washed daily or a new covering worn daily.

The Rainier School District understands that plexiglass barriers have limited utility for schools and are not practical for classroom use. That said, areas barriers could be used

include the library check-out station, cafeteria check-out, or front office.

If used, the Rainier School District will follow recommendations for barriers in non- classroom settings as follows:

Material fixed, impermeable barrier and at least three feet wide and four feet tall, centered at the level of mouth/nose level (i.e. Height will depend on whether people are to be seated or standing or both).

### ii. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> <li>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> </li> <li>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.               <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> </li> <li>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li>☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">“Planning for COVID-19 Scenarios in Schools.”</a></li> </ul>	<p><b>Isolation Room Protocols</b>            Rainier School District students and staff who report or develop symptoms of COVID-19 while at school or in an educational program will be isolated in the Hudson Park Elementary gym (which has adequate space and staff supervision), will be provided a face covering, and symptoms will be monitored by a school nurse, other school-based health care provider or trained school/program staff until they are able to go home. If this is not an option, local ambulance services can be summoned by calling the non-emergency police line.</p> <p><b>Isolation</b>  <b>Bus:</b> If a student displays COVID-19 symptoms while riding the bus, the student will be provided a face covering (unless they are already wearing one) and will be seated in the first row of the bus during transportation. Multiple windows will be opened to allow for fresh air circulation, if feasible. Once arriving at school, the symptomatic student shall exit the bus first and will be taken immediately to staff at the school entrance that is performing visual screenings of students. Symptomatic students will be escorted to the designated isolation room for additional screening and parent pick up.</p> <p><b>Arrival:</b> Students will be visually screened by trained staff and sent to their cohorts. Student’s with symptoms will be escorted to an isolation room for additional screening to await parent pick up.</p> <p><b>During the day:</b> Staff and students who develop symptoms during the day will be escorted to the isolation rooms for additional screening. Staff will be sent home and students will remain in isolation until parent pick-up.</p> <p>Location of the isolation room is the Hudson Park Elementary gym.            Isolation rooms must be staffed with at least one staff member for safety. Rooms must contain appropriate PPE.</p>



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

Logs will be kept for all students and staff that are symptomatic upon arrival or during the day. Logs will include names, symptoms, and time of entry and pick up from isolation.

Exclusion from school will be based on the COVID-19 Scenarios for schools and the [ODE's communicable disease guidelines](#). The district nurse will collaborate with public health as needed for outbreaks and individual cases. All public health recommendations will be followed.

The school nurse, office manager, or other school/program staff will keep a record of the students and staff being isolated or sent home for the LPHA review. 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 COVID-19 symptoms. The Rainier School District will follow LPHA advice on restricting from school or educational program any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.

Note: Isolation separates sick people with a contagious disease from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:               <ul style="list-style-type: none"> <li>● The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.</li> <li>● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> </ul>	<p>The Rainier School District will enroll all students per the standard Oregon Department of Education guidelines.</p> <p>The Rainier School District will follow all district policies for student attendance and make changes, if needed, to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p>No student will be dropped for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> <li>● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection</li> </ul>

- ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

with COVID-19, or have COVID-19 symptoms for 10 consecutive school days or longer.

Note: For the 2020-21 school year, the State Board of Education is taking action to suspend the “10-day drop,” with the expectation that a student will only be unenrolled when a school or district has received notice that they’ve been enrolled in another setting.

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li>☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li>☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.</li> </ul>	<p>The Rainier School District will make individualized accommodations for those students who test positive for COVID-19.</p> <p>For all PreK-12 programs, the Rainier School District will follow the ADMw reporting policies and procedures of each regional district:</p> <p>Grades PreK-6: 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).</p> <p>Grades 7-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</p> <p>The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between student attendance and student achievement.</p> <p>For On-Site Instructional Models, prior attendance and reporting practices are unchanged and should meet the requirements described in this section and can be informed by the recommendations presented.</p>

For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.

Interaction can be evidenced by any of the following or reasonable equivalents:

- Participating in a video class;
- Communication from the student to the teacher via chat, text message or email;
- A phone call with the student, or, for younger students, with the parent;
- Posting completed coursework to a learning management system or web-based platform or via email; or
- Turning in completed coursework on a given day.

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

This approach to attendance Hybrid and CDL models will change how we understand attendance data and should be treated differently while offering a means for schools, districts, and ODE to support students.

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<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). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<p>Rainier School District staff will clean and sanitize each device brought in for updates, repair, return, inventory, between use or redistribution.</p> <p>Computer labs and classroom computers will be cleaned with district approved cleaners between cohort uses.</p> <p>Rainier School District has developed protocols to inventory and distribute devices to families.</p> <p>Rainier School District will review technology and data privacy policies and update, if needed.</p> <p>The Rainier School District has set up help desk lines for students/staff/family to support the use of technology.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hand Washing:</b> Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</li> <li>● <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li>● <b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</li> <li>● <b>Events:</b> Field trips will be designed virtually for the school year. All assemblies, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.</li> <li>● <b>Transitions/Hallways:</b> Hallway traffic direction marked to show travel flow Classroom line up: <ul style="list-style-type: none"> <li>○ Students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.</li> <li>○ Line up areas are to be marked with visual cues to indicate adequate physical distance.</li> </ul> </li> <li>● <b>Personal Property:</b> Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</li> <li>● <b>Restrooms:</b> Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.</li> </ul>

### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p>The Rainier School District will require appropriate physical distancing, stable cohorts, square footage, and cleaning requirements be maintained during arrival and dismissal procedures.</p> <p>If necessary, the Rainier School District will create schedule(s) and communicate staggered arrival and/or dismissal times for busing and school day.</p> <p>The Rainier School District will assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f). Drop off/pick-ups should be as brief as possible.</p> <p>The Rainier School District will require sign-in/sign-out to help facilitate contact tracing by the LPHA, however, per ODE rules, will eliminate shared pen and paper sign-in/sign-out sheets. Each office and classroom will maintain a daily list of persons who enter their</p>

school/classroom. Teachers must not allow students/staff to enter their room if their arrival will exceed room occupancy limits.

Sign-in procedures will not be a replacement for entrance and screening requirements. Students entering Rainier School District programs after arrival times will be screened for the primary symptoms of concern.

The Rainier School District will ensure hand sanitizer is available for signing children in or out on an electronic device.

The Rainier School District will provide hand sanitizer dispensers near all entry doors and other high-traffic areas.

The Rainier School District will clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <p>☒ 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.</p> <p>☒ 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.</p> <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p>Classrooms/Repurposed Learning Spaces Seating: The Rainier School District will 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.</p> <p>Materials: Students and staff will be advised to avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Shared items will be cleaned frequently. Hand sanitizer and tissues will be provided for use by students and staff. alcohol-based hand sanitizer with 60-95% alcohol.</p> <p>Handwashing: Students will be reminded, through signage and regular reminders from staff, of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can and hands washed or sanitized immediately. Handwashing is recommended over sanitizing by the CDC. Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> <p>Furniture: Where possible, the Rainier School District will remove upholstered furniture and soft seating and replace with surfaces that can be wiped down and cleaned easily.</p> <p>Classroom Procedures: The Rainier School District will discontinue use of permanent restroom/hall passes and shared hard copy student sign-in/sign-out logs. Assign cubby or storage spaces for individual student belongings. Staff will be assigned to clean classrooms and materials.</p> <p>Libraries: Staff will clean libraries and books prior to distribution. Schools and programs will consider designating specific days/times for specific cohorts. Schools and</p>



programs will create checkout and return procedures allowing books to be untouched for 72 hours and sanitized.

Seating: Use visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas.

Environment: When possible, schools and educational programs will open windows or otherwise ventilate (through HVAC systems) the classroom before students arrive and after students leave, and while students are present if feasible. Staff will hold classes outside when possible and encourage students to spread out.

Limit Transitions: Schools and educational programs will modify classes, where possible and where students are likely to be in close contact (e.g., art, physical education, etc.), by bringing the specialist teacher to individual classrooms instead of having students go to the shared space. Staff will refrain from mixing classes with other classes and teachers (e.g., having a mixed math class with another set of students).

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<p>The Rainier School District will remind students, through signage and age-appropriate training, that they must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after the use of the restroom or the use of playground equipment.</p> <p>The Rainier School District will designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. Cleaning requirements will be maintained, per the Rainier School District plan (see section 2j).</p> <p>The Rainier School District will require staff to maintain physical distancing requirements, stable cohorts, and square footage requirements.</p> <p>The Rainier School District staff will design recess activities that allow for physical distancing and maintenance of stable cohorts. Clean all outdoor equipment between use in accordance with CDC guidance.</p> <p>The Rainier School District will limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.</p>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ 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.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☒ 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.</li> </ul>	<p>Students will pick up meals from food service locations and eat in designated areas (classrooms, cafeteria, etc.). If students are unable to pick up meals from designated food service areas, meals will be delivered to them.</p> <p>Schools and programs will consider minimizing delivery services including door dash, uber eats and the like to help reduce contact outside of cohorts and to improve contract tracing ability.</p> <p>Grab and Go meals will be available at identified school sites on school days for students in hybrid or online learning environments. Students and staff will not be allowed to share food or drink.</p> <p>The Rainier School District staff serving meals will wear face shields or face covering (see section 1h).</p> <p>Students will be advised that they must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and will be encouraged to do so after.</p> <p>The Rainier School District will ensure appropriate daily cleaning of meal items (e.g. plates,utensils, transport items, desks). In all locations that meals are picked up and consumed the following will be maintained: cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts, and adequate cleaning of tables and desks between meal periods.</p> <p>When possible, the Rainier School District will find alternate locations (e.g., classrooms) for eating meals, stagger meal times, restrict access to vending machines, limit use of communal serving utensils, and establish non-contact payment methods.</p> <p>Since staff must remove their face coverings during eating and drinking, the Rainier School District staff will eat snacks and meals independently, and not in staff rooms when other people are present.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> </ul>	<p>The Rainier School District utilizes MidCo transportation to provide busing services. The Rainier School District will follow all local school district policies and protocols related to busing. If needing to transport students directly, the Rainier School District will follow all state guidelines on transporting students and cleaning vehicles.</p>

- ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
  - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
    - o 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.
    - o 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.
    - o 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.

Note: Transportation planning is highly technical and vital for school districts. Transportation spans many services including the delivery of meals to students in Comprehensive Distance Learning models. OHA and ODE have released a joint statement to help explain differences in health and safety guidance for transportation and in-person instruction.

Transportation is also a related service for students protected under ADA/IDEA. Additional provision may apply.

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li>☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li>☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).</li> <li>☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one</li> </ul>	<p>The Rainier School District custodians and staff will clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day, per Cleaning and Disinfecting Plan. Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). Playground equipment should be cleaned and disinfected at least daily or between use as much as possible.</p> <p>Staff will maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>Staff will apply disinfectants safely and correctly following labeling direction as specified by the manufacturer and keep these products away from students.</p> <p>To reduce the risk of asthma, Rainier School District should choose disinfectant product on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid,</p>

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.

or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds and advise staff NOT to bring in their own cleaners.

Rainier School District will operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. The Rainier School District will consider running ventilation systems continuously and changing the filters more frequently where appropriate. Staff will not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Staff will consider the need for increased ventilation in areas where students with special healthcare needs receive medication or treatments. Ventilation systems will be checked regularly. Where possible, staff will modify or enhance building ventilation (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance), as we are aware that air circulation and filtration are helpful factors in reducing airborne viruses.

#### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> <li>☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<p>All health plans will be developed collaboratively with District Administration, District Nurse and Columbia County Public Health.</p> <p>The Rainier School District schools will provide age appropriate hand hygiene, physical distancing and respiratory etiquette education to endorse prevention. District communications, in collaboration with the local health authority, will be provided to schools to share in newsletters and school signage.</p> <p>The Rainier School District will adhere to OAR 581-022-2220 Health Services, which 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 healthcare needs.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting.</p> <p>Staff will review 504 and IEP accommodations and IHP's to address vulnerable populations and have a plan for sustaining operations alongside COVID-19 specific planning (i.e., medication administration, diabetic care.)</p> <p>Designated licensed, experienced health staff will be included on teams to determine district health service priorities. The Rainier School District leadership will</p>

collaborate, as needed, with health professionals such as district nurse; School Based Health Center (SBHC) staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and others.

The Rainier School District will work with SBHCs to potentially provide telehealth and COVID-19 testing services.

When a vaccine becomes available, the Rainier School District will work with the local health authority to provide space for vaccine clinics and nursing staff to aid in this work.

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <p>Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> <p><b>Exception</b></p> <p><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <i>Ready Schools, Safe Learners</i> guidance and any other applicable sections, including Section 2L of the <i>Ready Schools, Safe Learners</i> guidance.</p> <p><input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</p> <p><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:</p> <ul style="list-style-type: none"> <li>● Limit travel to essential functions.</li> <li>● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> <p><input type="checkbox"/> Any boarding students newly arriving to campus will either:</p> <ul style="list-style-type: none"> <li>● Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR</li> </ul>	<p>Not applicable</p>



- Quarantine on campus for 14 days (or current CDC recommended time period).
- Student transportation off-campus is limited to medical care.

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	<p>Emergency drills will be conducted monthly, quarterly and annually as required by local and state regulations:</p> <ul style="list-style-type: none"> <li>● Fire: Monthly</li> <li>● Lockdown/Active Threat: quarterly</li> <li>● Earthquake: Quarterly</li> </ul> <p>Emergency drills will be completed both in a virtual setting and in person (when applicable). Separate drills will be required for A/B cohorts.</p> <p>The district will coordinate with local emergency responders to support the efficacy of emergency drills for students and staff.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and	<p>Identified staff have participated in training related to de-escalation strategies and supports. As a district we prioritize proactive and preventive measures to support student success. This includes training related to trauma-informed practices, Zones of Regulation, and age-appropriate PBIS strategies. As a district, we employ two Safety Care instructors. These experts are working together to support the transition from CPI to Safety Care. This programming will ensure staff are using consistent response to behavior PreK-21.</p> <p>All staff are trained on Safe Schools in Bullying; Recognition and Response, Conflict Management, Cyberbullying, Diversity Awareness and Student Mental Health. Teachers are trained at least annually on Youth Suicide: Awareness, Prevention and Postvention. Paraprofessionals are further trained in Safety and Injury</p>

<p>resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <ul style="list-style-type: none"> <li>□ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>● Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <li>□ 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.</li>	<p>Prevention. Rainier staff is trained in threat assessment procedures including school and local resources available to de-escalate dangerous situations.</p> <ul style="list-style-type: none"> <li>● Learning specialists trained and certified in Crisis Prevention Institute strategies</li> <li>● Paraeducators who have been trained and certified in CPI will work with students who may exhibit dysregulated behavior</li> <li>● Elementary school staff trained in trauma informed practices</li> <li>● Elementary schools have “calming” spaces in classrooms</li> <li>● Plans for individual students are shared with appropriate staff members</li> <li>● Debrief protocols are in place</li> <li>● Paraeducators participated in 24 hours of “see beyond behavior” professional learning</li> <li>● Alternative work space and regulation rooms available for students</li> </ul>
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**2o. PROTECTIVE PHYSICAL INTERVENTION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>□ 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 <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.</li> </ul>	<p>All PPE provided by Rainier School District will be single-use, and disposed of after use. Staff, students and visitors (if applicable) may choose to use reusable PPE but are not required to do so. Therefore, it will be the responsibility of the individual to properly clean and disinfect the PPE.</p>



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>Rainier School District will review the "Planning for COVID-19 Scenarios in Schools" toolkit and will follow all policies and procedures listed in the Communicable Disease Plan. In the event there is a single positive case or a cluster of cases of COVID-19, the Rainier School District schools will partner with the Local Public Health Authority (LPHA), who will work the Rainier School District in on ongoing COVID-19 mitigation efforts.</p> <p>The Rainier School District will:</p> <ul style="list-style-type: none"> <li>• Work with the LPHA to establish timely communication with staff and families.</li> <li>• Follow the established plan from the LPHA concerning reportable cases.</li> <li>• Identify baseline absentee rates to determine if rates have increased significantly.</li> <li>• When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</li> <li>• Assess levels of supplies that will be needed in case of an outbreak.</li> <li>• If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.</li> <li>• Vending machines, water fountains, etc (e.g., contact dependent functions) will be turned off or removed, to prevent exposure or the spread of the novel virus.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>In the event of an outbreak, Rainier School District will:</p> <ul style="list-style-type: none"> <li>• Coordinate with the LPHA for any outbreak response.</li> <li>• If anyone who has been on campus is known to have been diagnosed with COVID-19, Rainier School District will report the case to and consult with the LPHA regarding determination of if exposures have occurred, cleaning and disinfecting guidance and possible classroom or program closure.</li> <li>• Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> </ul>

- When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.
- Modify, postpone, or cancel large school events as coordinated with the local health authority.
- If one or more schools are closed, the Comprehensive Distance Learning model will be implemented for all staff/students.
- Continue to provide meals for students.

The CDC recommends the following:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow the CDC's recommendations for using a facemask (people with symptoms and health workers).

Remind all to wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if your hands are visibly dirty.

Rainier School District leadership will prepare for possible increased number of employee absences due to illness in employees and their family members, and for dismissals of early childhood programs and PreK-12 schools due to high levels of absenteeism or illness.

Rainier School District will review district's current policies and procedures that may come into play, such as:

- Student and employee absences due to illness, school closures based on public health concerns, emergency management plans, and non-discrimination policies.

Rainier School District will emphasize the need to remain vigilant against stigma due to perceived race, national origin, or recent travel. Foster a supportive environment free from rumors or associations of a virus with a specific population.

	<p>Rainier School District will cancel nonessential travel per travel guidance on the CDC website, including local and national field trips.</p> <p>Rainier School District will prepare materials including symptoms lists, student absence protocols, emergency response team communications plan, communications procedures with parents in the event of school closures, and the like.</p>
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### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>Rainier School District will plan instructional models that support all learners in temporary distance/remote learning.</p> <p>Rainier School District staff will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>Rainier School District staff will communicate with families about options and efforts to support returning to On-Site instruction.</p> <p>Rainier School District staff will follow local health authority guidance to begin bringing students back into On-Site instruction.</p> <p>Rainier School District will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</p> <p>Rainier School District will continue to offer instructional models that support all learners in On-Site or Hybrid and Comprehensive Distance Learning.</p>



## ASSURANCES

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

*This section does not apply to private schools.*

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - The [Comprehensive Distance Learning](#) guidance,



- The [\*Ensuring Equity and Access: Aligning Federal and State Requirements\*](#) guidance, and
- [\*Planning for COVID-19 Scenarios in Schools\*](#)

We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the [\*Ready Schools, Safe Learners\*](#) guidance,
- The [\*Comprehensive Distance Learning\*](#) guidance,
- The [\*Ensuring Equity and Access: Aligning Federal and State Requirements\*](#) guidance, and
- [\*Planning for COVID-19 Scenarios in Schools\*](#)

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

 **4. Equity**

 **5. Instruction**

 **6. Family, Community, Engagement**

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

 **8. Staffing and Personnel**

**Assurance Compliance and Timeline**

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

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