



## HYBRID OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 12/11/2020

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	Hines Middle School, 500 W Barnes Hines, OR 97738
Key Contact Person for this Plan	Son Burns
Phone Number of this Person	541-573-6436
Email Address of this Person	sonburns@hcsd3.k12.or.us
Sectors and position titles of those who informed the plan	Son Burns- Hines Middle School Principal Dianne Brinkley- Harney County Health Department Liaison Hines Middle School Teachers Parent/ Community Members
Local public health office(s) or officers(s)	Nic Calvin
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Son Burns
Intended Effective Dates for this Plan	August 2020 to May 2021
ESD Region	Harney County

<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.

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.

In an effort to make the beginning of the 2020-2021 school year as seamless as possible, our District staff met with parents and the Burns Paiute Tribe on 6/30/2020. The Superintendent also surveyed the community at large and shared his findings with the administrative team. Our singular goal is the see students back in school this Fall, while providing a Safe, Respectful and Responsible environment where education is possible.

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

*Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

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

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

# ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



## 0. Health Metrics for Returning to In-Person Instruction

### OPERATING WITHIN THE GENERAL METRICS

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

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

- ☐ The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- ☐ The school is small and remote (enrollment ≤75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- ☐ The school currently meets the conditions required 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 type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li><li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li><li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> guidance and other guidance from OHA.</li><li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li><li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li><li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li><li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li><li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li></ul>	<p>The following links are to health authorities and policies, which guided us in drafting our Operation Blueprint for School Reentry 2020-2021.</p> <p>COVI-19 reports will be made to our Local Public Health Authority's Director, Nick Calvin.</p> <p>The protocol for communicating COVID-19 cases is under development and will be added to this Operation Blueprint when completed by the LPHA.</p> <p><a href="#">Center for Disease Control and Prevention</a></p> <p><a href="#">Oregon Health Authority</a></p> <p><a href="#">Harney County Health Department</a></p> <p><a href="#">School Board Policy concerning Communicable Diseases for both Students and Staff</a></p> <p><a href="#">Ready Schools, Safe Learners Guidance for School Year 2020-2021</a></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> <input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).	

#### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b> <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law ( <a href="#">ORS 336.201</a> ) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <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> <input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The	1- All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member. 2- Staff (Pan included bus drivers, classified, and limited teachers self-identifying). <ul style="list-style-type: none"> <li>- Redeployed staff member assigned to on-line instructional support, work tasks without in person contact, (i.e. maintenance projects, office work), or leave options.</li> </ul> 3- Students <ul style="list-style-type: none"> <li>- All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with daily check-ins.</li> <li>- Students who experience disability will continue to receive specially designed instruction.</li> <li>- Students with language services will continue to receive English Language Development</li> </ul> 4- Visitors/Volunteers <ul style="list-style-type: none"> <li>- Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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 Oregon School Nurses Association.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	

#### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</li> <li><input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<ul style="list-style-type: none"> <li>- Each classroom has posted outside the room a maximum capacity and the square footage of the area.</li> <li>- Desks and furniture will be set to allow 35 sq. ft. per person.</li> <li>- Common areas and travel areas will be set for proper distancing.</li> <li>- Training and practice will occur regularly for students and staff to continue to follow physical distancing.</li> <li>- Hallways will be closely monitored to ensure students aren't loitering, but go directly to their classes. If waiting needs to happen in these areas students will be physically distanced.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	<p>Below are the identified stable cohorts to ensure capability for contact-tracing.</p> <ol style="list-style-type: none"> <li>Transportation Cohort <ul style="list-style-type: none"> <li>This is a stable group of students each day.</li> <li>Stable groups can be varied by AM/PM routes.</li> <li>Updated contact-tracing logs are required for each run of a route.</li> </ul> </li> <li>6th - 8th Grade Classroom Cohorts <ul style="list-style-type: none"> <li>The cohorts are maintained throughout the quarter (9 weeks) by class and for each special area (i.e., music, PE).</li> </ul> </li> <li>Speech and Language Cohort <ul style="list-style-type: none"> <li>This stable group is maintained as much as possible.</li> <li>In the event the stable cohort is changed, the SLP will need to update the contact-tracing log. NOTE: Due to the instructional model used, there is not a need for cohorts in Band, Special Education services, EL services, or PE.</li> </ul> </li> <li>Every time students are moved attendance and hand sanitizing will be implemented.</li> <li>Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort with an approved EPA product, a trained staff person will clean.</li> <li>During lunch students will eat lunch either in the cafeteria, a designated classroom, or outside while monitored by a staff member.</li> <li>All staff who visit multiple cohorts or are within 6ft distancing and or will wear a mask or face shield.</li> <li>Music teacher: will teach cohorts and each student will use individual hand instruments, no wind instruments. Cleaning between cohorts.</li> <li>PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces. Each cohort will have their own set of equipment.</li> </ol>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> <li>Consider sharing school protocols themselves.</li> </ul> <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>Consult with your LPHA on what meets the definition of "close contact."</li> </ul> <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Communication:</p> <ol style="list-style-type: none"> <li>The district safety committee (w/LPHA) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan resources in section 1a).</li> <li>The district safety committee (w/LPHA) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.</li> <li>The district safety committee (w/LPHA) will update communicable disease plan with communication protocols (see plan resources in section 1a).</li> </ol>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:	<p>Screening Students:</p> <ul style="list-style-type: none"> <li>All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms.</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>Trouble breathing</li> <li>Persistent pain or pressure in the chest</li> <li>New confusion or inability to awaken</li> <li>Bluish lips or face</li> <li>Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.</p> <ul style="list-style-type: none"> <li>Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from LPHA (see section 1a).</li> <li>Handwashing 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> <li>There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> </ul> <p>Screening Staff:</p> <ul style="list-style-type: none"> <li>Staff are required to report when they may have been exposed to COVID-19.</li> <li>Staff are required to report when they have symptoms related to COVID-19.</li> <li>Staff members are not responsible for screening other staff members for symptoms.</li> </ul> <p>Ongoing:</p> <p>Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</p> <p>Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p>

#### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors must wear face coverings in accordance with OHA and <a href="#">CDC</a> guidelines.</p> <p><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> <li>Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> <li>This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>Bus drivers.</li> </ul>	<p>Facial shields are required and will be provided for:</p> <ul style="list-style-type: none"> <li>Speech Language Pathologist</li> <li>Bus drivers</li> <li>Front office staff</li> </ul> <p>Facial coverings are not synonymous with facemasks.</p> <p>Facial coverings are required and will be provided for:</p> <ul style="list-style-type: none"> <li>Child Nutrition Program staff</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Staff preparing and/or serving meals.</li> </ul> <input type="checkbox"/> Face shields, face coverings or clear plastic barriers for: <ul style="list-style-type: none"> <li>• Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>• Front office staff.</li> </ul> <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b> <input type="checkbox"/> <b>ADA accommodations:</b> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	<p>Facial coverings are strongly encouraged for:</p> <ul style="list-style-type: none"> <li>- Music teacher</li> <li>- PE Teacher</li> <li>- Special Education staff</li> </ul> <p>Facial coverings are required for:</p> <ul style="list-style-type: none"> <li>- All staff and students whether inside or outside</li> </ul> <p>Facial covering are NOT recommended for:</p> <ul style="list-style-type: none"> <li>- Children under the age of 12;</li> <li>- Children of any age should not wear a face covering: <ul style="list-style-type: none"> <li>o If they have a medical condition that makes it difficult for them to breathe with a face covering;</li> <li>o If they experience a disability that prevents them from wearing a face covering;</li> <li>o They are unable to remove the face covering independently; or</li> <li>o While sleeping.</li> </ul> </li> <li>- Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities.</li> </ul>

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for assessment of 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.</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> </ul> <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> </ul>	<ul style="list-style-type: none"> <li>- Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.</li> <li>- Each school principal (or designee) will connect weekly with LPHA on updates for plan and isolation measures taken to that point.</li> <li>- All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> <li>- While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>- Staff will maintain student confidentiality as appropriate.</li> <li>- Daily logs must be maintained containing the following: <ul style="list-style-type: none"> <li>• Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and</li> <li>• Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs</li> </ul> </li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. <ul style="list-style-type: none"> <li>Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> <li>Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> </li> <li>If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> <input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). <input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.	<ul style="list-style-type: none"> <li>Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: <ul style="list-style-type: none"> <li>the passage of 14 calendar days after exposure; <b>and</b></li> <li>Symptoms have been resolved for 72 hours without the use of anti-fever medications.</li> </ul> </li> <li>Someone identified as a <b>Close Contact</b> (Someone who was within 6' of an infected person for at least 15 minutes starting 48 hours before illness onset until the time the patient is isolated) has to quarantine for 14 days. At 14 days if they have remained asymptomatic they can return to general activities.</li> <li>Someone identified as a <b>Confirmed or Presumptive Case</b> with COVID-19 isolates for 10 days, plus 72 hours after fever is gone and symptoms are improving.</li> </ul>



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul>	<ul style="list-style-type: none"> <li>All students will be enrolled following the Oregon Department of Education guidelines.</li> <li>No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>Have COVID-19 symptoms for the past 14 days</li> </ul> </li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures. <input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> <li>Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</li> <li>The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in order to be counted as present for all five days of that week.</li> <li>If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week).</li> <li>The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week.</li> <li>Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days).</li> <li>Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).</li> </ul> <input type="checkbox"/> <b>Part-time students receiving online and/or hybrid instruction (not college courses):</b> Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school	<ul style="list-style-type: none"> <li>Attendance will be taken twice per week following ODE guidance.</li> <li>Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>Teachers will notify the principal when the absence rate has increased by 20% or more.</li> <li>The principal will report this increase to the LPHA.</li> <li>Teachers will use the Respiratory Surveillance spreadsheet to document students with respiratory illness.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.	

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> <li>- Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.</li> <li>- Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available.</li> <li>- Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning.</li> <li>- Share the list of all the software and student-facing technology solutions with families.</li> <li>- Plan for adequate technology at home for off-site working, teaching, and learning.</li> </ul> <p>1. Review technology policies and data privacy policies and update if needed.</p>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> <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 should be limited to the item owner.	<p><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. Each classroom has a working sink.</p> <p><b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before used by another student or cohort group. Sharing of classroom supplies will be restricted, whenever possible.</p> <p><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.</p> <p><b>Events:</b> Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, school wide parent meetings and other large gatherings will be held in a virtual format until otherwise notified.</p> <p><b>Transitions/Hallways:</b> Hallway traffic direction marked to show travel flow.</p> <p><b>Classroom line up:</b> students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. Line up areas are to be marked with visual cues to indicate adequate physical distance.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p><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.</p> <p><b>Restrooms:</b> Each wing of the school will have designated restrooms and schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.</p>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p>Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. For the purpose of hygiene coming in and leaving the school building.</p> <p><b>Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>- Each location cohort (i.e. parent drop-off in front, or bus drop-off near the blacktop) will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>- Physical distancing will be taught and reinforced daily.</li> <li>- Upon entry, students will have access to a hand sanitizer.</li> <li>- Students will be directed to go to their 1<sup>st</sup> period classroom.</li> <li>- Staff will be present at each entry point to visually screen students for symptoms and track cohort data.</li> <li>- Students identified as potentially symptomatic will be directed to the office.</li> <li>- Breakfast in the cafeteria starts at 7:30 AM and goes until 7:43 AM.</li> <li>- Students must wash hands or use hand sanitizer before breakfast.</li> </ul> <p><b>Sign-In / Sign-Out Procedures</b></p> <ul style="list-style-type: none"> <li>- Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.</li> <li>- Arrivals will be directed to the front office for check-in and assessment.</li> <li>- All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students 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 and hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>Seating:</b> Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li>- <b>Materials:</b> Where appropriate, each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently.</li> </ul> <p>Hand sanitizer and tissues will be available for use by students and staff.</p> <ul style="list-style-type: none"> <li>- <b>Hand Washing:</b> Post age appropriate signage and provide regular reminders for hand washing.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>- <b>Furniture:</b> All upholstered furniture and soft seating has been removed from the school building.</li> <li>- <b>Classroom Procedures:</b> All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. Consider other options and elimination of shared passes.</li> <li>- <b>Seating:</b> Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</li> <li>- <b>Environment:</b> When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds.</li> <li><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 before and after using playground equipment.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>- Playground(s) will remain closed. School will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered scheduled throughout the school day.</li> <li>- All playground equipment will be disinfected daily and in between each cohort group.</li> <li>- Students must wash hands before and after using playground equipment.</li> <li>- Cleaning requirements must be maintained.</li> <li>- Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> <li>- Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</li> <li>- Limiting the number of staff in a room while maintaining social distance requirements and room capacity.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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 before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will pick up food in the cafeteria and will either eat in the cafeteria, outside on the lawn area, or return to a designated classroom to eat.</li> <li>- Physical distancing requirements must be maintained in transit.</li> <li>- Once meals have been eaten, trash will be disposed of properly.</li> <li>- All students must wash hands, or use hand sanitizer, prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above.</li> <li>- Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.</li> </ul>



## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b><i>Ready Schools, Safe Learners</i></b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>• If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.</li> <li>• If arriving at school, notify staff to begin isolation measures.</li> <li>• If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<ul style="list-style-type: none"> <li>- Each bus driver will be required to: <ul style="list-style-type: none"> <li>o Visually screen students for illness</li> <li>o Maintain logs for contact-tracing</li> <li>o Use hand sanitizer after assisting students</li> </ul> </li> <li>- Each bus will have: <ul style="list-style-type: none"> <li>o three (3) feet of physical distance between passengers</li> <li>o six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.</li> </ul> </li> <li>- Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.</li> <li>- Clean and sanitize buses between cohort routes.</li> <li>- Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>- All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, and transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day.</li> <li>- Ventilation systems will be checked and maintained monthly by maintenance staff.</li> <li>- Proper ventilation will be provided while cleaning and disinfecting the classroom.</li> </ul>



## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<ul style="list-style-type: none"> <li>- Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.</li> <li>- Schools will practice appropriate communicable disease isolation and exclusion measures.</li> <li>- Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>- COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>- Review of 504 and IEP accommodations and IHP’s will be advised to address vulnerable populations.</li> <li>- Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</li> <li>- Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</li> </ul>

## 2l. Boarding Schools and Residential Programs Only

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

## 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.	<ul style="list-style-type: none"> <li>- We are complying with the requirements set forth in ORS 336.071 and OAR 581-022-2225</li> <li>- Fire drills are conducted once a month and safety threat drills have been planned in accordance with state requirements.</li> <li>- Social distancing, masks mandates and sanitation expectations are all being adhered to.</li> </ul>

## 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.	<ul style="list-style-type: none"> <li>- School wide student management plans have been implemented.</li> <li>- Classroom management plans have been implemented as well, and teachers are seeking training opportunities to effectively and efficiently manage student behavior.</li> <li>- Plans to help student manage their behavior have been developed which follow their IEP and 504 plans.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li><input type="checkbox"/> 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> <li>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> <li><input type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</li> </ul>	

## 2c. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <b>Ready Schools, Safe Learners</b> guidance). Single-use disposable PPE must not be re-used.	<ul style="list-style-type: none"> <li>- The office provides single-use masks.</li> <li>- Students are encouraged to clean reusable masks, per the manufacturers instructions.</li> </ul>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	<ul style="list-style-type: none"> <li>- Coordinate communication with the Local Public Health Authority (LPHA).</li> <li>- If the county is impacted, LPHA will provide school-centered communication and will potentially host conference calls.</li> <li>- When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district.</li> <li>- Identify baseline absentee rates to determine if rates have increased by 20% or more.</li> <li>- Temporarily dismiss students attending childcare facilities, K-12 schools.</li> <li>- Modify, postpone, or cancel large school events as coordinated with LPHA.</li> <li>- Work with LPHA to establish timely communication with staff and families.</li> <li>- When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.</li> <li>- Establish a specific emergency response framework with key stakeholders.</li> <li>- If school closure is advised by the LPHA, consultation should occur between legal, union and district administration to ensure processes are consistent.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students.	<p><a href="#">Center for Disease Control and Prevention</a></p> <p><a href="#">Oregon Health Authority</a></p> <p><a href="#">Harney County Health Department</a></p> <p><a href="#">School Board Policy concerning Communicable Diseases for both Students and Staff</a></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <li>Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<a href="#">Center for Disease Control and Prevention</a>  <a href="#">Oregon Health Authority</a>  <a href="#">Harney County Health Department</a>  <a href="#">School Board Policy concerning Communicable Diseases for both Students and Staff</a>



## ASSURANCES

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

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.*

*This section does not apply to private schools.*

- ☐ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- ☐ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.



### 4. Equity



### 5. Instruction



### 6. Family and 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>