



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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	Seaside High/Middle School Seaside School District
Key Contact Person for this Plan	Jeff Roberts
Phone Number of this Person	503.738.5586
Email Address of this Person	jroberts@seasidek12.org
Sectors and position titles of those who informed the plan	Tobi Boyd, School Nurse Susan Penrod, Superintendent Dr. Sheila Roley, Director of Special Projects Jeff Roberts, SMS/SHS Principal Steve Sherren, SMS Assistant Principal Jason Boyd, SHS Assistant Principal Sande Brown, Curriculum Director Lynne Griffin, Director of Special Services Mike Verhulst, Business Tech Teacher Tina Hess, SHS SPED Teacher Angie Bice, SMS Science Teacher/Union Rep Travis Cave, SHS Counselor Chuck Loesch, Head of Maintenance Kelli Taylor, SMS PTO President Stacie Gilligan, SHS Boosters President Chris McCollister, SMS IA

<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.

	Karen Baller, SHS IA Guadalupe Beltran, LCHC Amber Clyde, PTO President Parent Ryan Smith, SHS Student Val Ndir, SHS Parent Briana Boyd, SHS ASB President Minerva Moulin, SHS Past Parent
Local public health office(s) or officers(s)	Jackie Wellborn
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jeff Roberts
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	NWRESD

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

With a desire to support the diverse needs of students, families, and employees in the Seaside school district, equity has been our main focus. Families within the Seaside School District have been surveyed regarding the challenges and successes related to Distance Learning for All and their preferences and comfort level for both in-person and distance learning for the 2020-21 school year. This information along with data related to student engagement and success will be used to identify focal communities of students in need of targeted support. 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 hybrid model of in-person and distance learning with full-time distance learning being available for students at the request of families.

Among students in the Seaside School District,

- 70 % access free and reduced lunch
- 33 % identify as students of color
- 16 % experience special needs
- % require accommodations from a 504 Plan
- 20% are Ever English Learners

3. Indicate which instructional model will be used.

*Select One:*

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 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.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

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.*



# 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 this 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 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.</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><li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li><li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li><li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li><li><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).</li><li><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></li><li><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></li><li><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.</li></ul>	<ul style="list-style-type: none"><li>● Measures to limit the spread of COVID-19 within the school setting are contained in the following subsections of Public Health Protocols.</li><li>● Communicable disease plan linked here.</li><li>● The school principal or assistant principal will be responsible for establishing, implementing and enforcing physical distancing requirements based on public health guidance</li><li>● Medical experts supporting providing support and resources include:<ul style="list-style-type: none"><li>● Tobi Boyd SSD School Nurse</li><li>● Jackie Wellborn LPHA</li><li>● All staff will receive training regarding processes and procedures during several staff preparation and training days prior to the beginning of instruction. Training will be virtual and/or in small groups with physical distancing.</li></ul></li><li>● Local health authorities will be notified of a confirmed case of COVID-19 in students or staff by each school's designated public health liaison.</li><li>● Plans for systemic disinfection of all areas in found Section 2: Facilities and School Operations</li><li>● The school public health liaison will report to the LPHA any cluster of illness among students or staff and to provide all logs and information in a timely manner.</li><li>● Protocol for screening students is in section 1f.</li><li>● Protocol for isolation 1i.</li><li>● Protocols for communicating potential COVID 19 cases to the school community and other stakeholders is being developed by the superintendent, building principal and school nurse.</li><li>● Daily logs with all required information have been developed by the school nurse and LPHA. Logs will be primarily kept by classroom teachers and transportation staff, and will be submitted daily to the school secretary or transportation supervisor who will maintain the logs for the required amount of time. Logs for itinerant staff and essential visitors will be kept by front office staff.</li><li>● The district COVID 19 response team will continue to meet on a weekly basis and other times as needed.</li><li>● Response to outbreaks can be found in the district's Pandemic Response Plan.</li></ul>

- 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.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><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:</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><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</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>○ US 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> </ul> </li> </ul>	<p>1) All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff:</p> <ul style="list-style-type: none"> <li>● Redeployed staff members may be assigned to on-line instructional support, or provided with information on leave options.</li> </ul> <p>Students:</p> <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 bi-weekly 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 services.</li> </ul> <p>Visitors/Volunteers:</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. Adults in schools are limited to essential personnel only.</li> </ul>

- 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.

### 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, striving to maintain at least six feet between individuals.</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>	<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>● Remove extra and non-essential fabric-covered furniture</li> <li>● Assign seating to maximize physical distance and minimize physical interaction.</li> <li>● Decrease opportunities outside of classroom cohort (Mission Control, Specials, Cafe, etc)</li> </ul> <p><b><u>CLASSES WILL BE SPLIT INTO A AND B GROUPS.</u></b></p> <ul style="list-style-type: none"> <li>● <b>A GROUPS WILL ATTEND MONDAY/TUESDAY</b></li> <li>● <b>B GROUPS WILL ATTEND THURSDAY/FRIDAY</b></li> </ul> <p><b><u>6th Grade Classrooms:</u></b> Total of 6 classes. Class sizes will not exceed the required 35 square feet per person to support social distancing. Classes will be supported throughout the day based on need by Instructional Assistants (IAs), both to provide instructional support and in order to support/encourage physical distancing.</p> <ul style="list-style-type: none"> <li>● Average classroom size: 824 sq. ft.</li> <li>● Current class size: 22 people</li> </ul> <p><b><u>7th Grade Classrooms:</u></b> Total of 6 classes. Class sizes will not exceed the required 35 square feet per person to support social distancing. Classes will be supported throughout the day based on need by Instructional Assistants (IAs), both to provide instructional support and in order to support/encourage physical distancing.</p> <ul style="list-style-type: none"> <li>● Average classroom size: 824 sq. ft.</li> <li>● Classes not to exceed: 22</li> </ul> <p><b><u>8th Grade Classrooms:</u></b> Total of 6 classes. Class sizes will not exceed the required 35 square feet per person to support social distancing. Classes will be supported throughout the day based on need by Instructional Assistants (IAs), both to provide instructional support and in order to support/encourage physical distancing.</p> <ul style="list-style-type: none"> <li>● Average classroom size: 824 sq. ft.</li> <li>● Classes not to exceed: 22</li> </ul> <p><b><u>9th Grade - Classrooms:</u></b> Develop class rosters to have no more than 21 students with one teacher (maximum of 22 people per 824 ft2 classroom).</p> <p><b><u>10th Grade - Classrooms:</u></b> Develop class rosters to have no more than 21 students with one teacher (maximum of 22 people per 824 ft2 classroom).</p>

**11th Grade - Classrooms:** Develop class rosters to have no more than 21 students with one teacher (maximum of 22 people per 824 ft<sup>2</sup> classroom).

**12th Grade - Classrooms:** Develop class rosters to have no more than 21 students with one teacher (maximum of 22 people per 824 ft<sup>2</sup> classroom).

**Band - Classroom:** Develop class rosters to have no more than 37 students with one teacher (maximum of 38 people per 1,344 ft<sup>2</sup> classroom). Adjoining cafeteria to be used to increase occupancy to 110 students with one teacher (maximum of 111 people per 3,905 ft<sup>2</sup>).

**Choir - Classroom:** Develop class rosters to have no more than 28 students when only using the choir room with one teacher (maximum of 29 people per 1,024 ft<sup>2</sup> classroom). Choir can meet outside on appropriate weather days on campus to increase class occupancy to desired number while practicing social distancing.

**Science - Classrooms:** Develop class rosters to have no more than 26 students with one teacher (maximum of 27 people per 961 ft<sup>2</sup> classroom).

**Business Tech - Classroom:** Develop class rosters to have no more than 35 students with one teacher (maximum of 36 people per 1,271 ft<sup>2</sup> classroom).

**CTE Shop - Classroom:** Develop class rosters to have no more than 66 students with one teacher (maximum of 67 people per 2,352 ft<sup>2</sup> classroom).

**CTE Culinary - Classroom:** Develop class rosters to have no more than 23 students with one teacher (maximum of 24 people per 2,352 ft<sup>2</sup> classroom). Culinary also shares a classroom of 490 ft<sup>2</sup>. Maximum occupancy would be 14 people in that classroom.

#### 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 <i>Ready Schools, Safe Learners</i> 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.	<p><b>Transportation Cohort</b></p> <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> <p><b>In-building cohorts</b></p> <p><b>SMS</b> students will be assigned a grade-level cohort for each day (two cohorts total).  <b>SHS</b> students in the high school will be assigned cohort by block schedule</p> <p><b>Sample SMS student schedule:</b>            Day 1: STEM, Humanities, Elective            Day 2: STEM, Humanities, Elective</p> <p><b>Sample SHS student schedule:</b>            Day 1: STEM, Humanities, Elective            Day 2: STEM, Humanities, Elective</p>

- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.
- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

**Speech and Language Cohort**

- This stable group is maintained as much as possible.

Note: 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 at SMS, there is not a need for cohorts in Special Education services, ELD services.

**1e. PUBLIC HEALTH COMMUNICATION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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> </li> <li><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> </li> <li><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.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	

**1f. ENTRY AND SCREENING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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. COVID-19 symptoms are as follows:               <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, but are not enough in isolation to deny entry. 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> </li> <li><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.               <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</b></li> </ul> </li> </ul>	<p><b>Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>● Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>● They will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door.</li> <li>● Trained staff will be present at each entry point to visually screen students for symptoms.</li> <li>● Breakfast will be served in the classroom. Students must sanitize hands before and after breakfast.</li> </ul> <p><b>Screening Students Upon Entry</b></p> <ul style="list-style-type: none"> <li>● Staff will be assigned to each entry door to visually screen.</li> <li>● When the screening indicates that a student may be symptomatic, the student is directed to the office.</li> </ul> <p>*Follow established protocol from CDP (see section 1a).</p> <ul style="list-style-type: none"> <li>● 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><b>Logging for Contact Tracing</b></p> <ul style="list-style-type: none"> <li>● Staff assigned to each entry door will need to maintain contact tracing logs with information about each student who entered and other students with whom they came in contact during</li> </ul>



<p><b>Schools, Safe Learners</b> guidance) and sent home as soon as possible.</p> <ul style="list-style-type: none"> <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>	<p>entry.</p> <p><b>Screening Staff:</b></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>
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**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 local public health authority 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> <li>● Staff preparing and/or serving meals.</li> </ul> <p><input type="checkbox"/> Face shields or clear plastic barriers for:</p> <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> <p><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.</p> <p><input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></p> <p><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>	<p><b>Facial shields are required and will be provided for:</b></p> <ul style="list-style-type: none"> <li>● Speech-Language Pathologist staff</li> <li>● Bus drivers</li> <li>● Front office staff</li> </ul> <p><b>As per Clatsop county guidance facial coverings are required and will be provided for:</b></p> <ul style="list-style-type: none"> <li>● All staff</li> </ul> <p><b>Facial covering are required for:</b></p> <ul style="list-style-type: none"> <li>● Children between the ages of 5 and older;</li> <li>● Children of any age should not wear a face covering: <ul style="list-style-type: none"> <li>● If they have a medical condition that makes it difficult for them to breathe with a face-covering;</li> <li>● If they experience a disability that prevents them from wearing a face-covering;</li> <li>● They are unable to remove the face covering independently; or While sleeping.</li> </ul> </li> </ul> <p><b>Facial coverings for students are required. Students who are not able to wear facial coverings may need to access instruction in an alternative setting. No student without a facial covering can be denied access to instruction.</b></p>

## 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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> </li> <li><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 6 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> <li>● To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.</li> </ul> </li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li><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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes. Each school principal (or designee) will connect weekly with the school nurse 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. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> <li>● While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>● Staff will maintain student confidentiality as appropriate.</li> <li>● Daily logs must be maintained containing the following:               <ul style="list-style-type: none"> <li>● Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and</li> <li>● Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs</li> </ul> </li> <li>● 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: the passage of 14 calendar days after exposure; and symptoms have been resolved for 72 hours without the use of anti-fever medications.</li> </ul>

fever reducing medicine, and other symptoms are improving.

- 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.

- 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.



## 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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</li> <li><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> </li> <li><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.</li> </ul>	<p>All students will be enrolled following the Oregon Department of Education guidelines.</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 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>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> <li><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> </ul> </li> </ul>	<p>For students attending the hybrid model, twice a week check ins will prioritize two days of in person learning. Students not present for both days will be counted as present through at least one other method of two-way communication, including:</p> <ul style="list-style-type: none"> <li>● Google Classroom sessions</li> <li>● Assignment submission</li> <li>● Email communication</li> <li>● Phone communication</li> </ul> <p>For students attending limited in person instruction one day a week for a maximum of 2 hours of supplemental support. Students meeting the following criteria will be invited to participate in limited in person instruction.</p> <ul style="list-style-type: none"> <li>● Students with limited or no internet access</li> <li>● Students failing 3 or more classes and receive additional supports, ie; IEP, ELL, 504, Migrant, interventions</li> <li>● Students failing 3 or more classes and &gt;80% attendance</li> </ul>

<ul style="list-style-type: none"> <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 5 days scheduled in the week).</li> <li>The student must be counted as absent for the entire week (5 days, if there are 5 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 4-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 (4 days) and once a week to be counted as present for half of the week (2 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> <p><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 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 1 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.</p>	<ul style="list-style-type: none"> <li>Students failing 2 or more classes and &gt;80% attendance</li> </ul> <p>For students in fully online learning, two-way communication on two of the 4 days of online learning may include:</p> <ul style="list-style-type: none"> <li>Google Classroom sessions</li> <li>Assignment submission</li> <li>Email communication</li> <li>Phone communication</li> </ul> <p>The designated attendance team will review individual and school-wide attendance data weekly.</p>
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**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>All students will have the option to receive a district-owned device for use in the school building and home use.</li> <li>Deployment of district-provided hotspots will continue to ensure adequate internet access for all families.</li> <li>Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>School devices will be cleaned and sanitized between each use.</li> </ul>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><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>	<p>● <b>Hand Washing:</b> All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.</p> <p>● <b>Equipment:</b> <b>Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.</b></p> <ul style="list-style-type: none"> <li>● <b>Sharing of supplies will be restricted whenever possible.</b></li> <li>● <b>All shared equipment will be cleaned between users.</b></li> </ul> <p>● <b>Safety Drills:</b> Safety drills at the start of the school year will be scheduled for both cohorts of students to participate:</p> <ul style="list-style-type: none"> <li>● September evacuation drill</li> <li>● Lockdown drill</li> <li>● Earthquake drill</li> </ul> <p>Remaining drills will alternate monthly between cohorts. Staff and students will follow distance requirements during exit of the building. Re-entry to the building will be through an assigned entry point to reduce incidental contact.</p> <p>● <b>Events:</b> Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow cohorting and social-distancing guidance. Athletic events and practices are coordinated through Seaside Athletic Director. <b>Use of the building by outside groups will not be allowed.</b></p> <p>● <b>Transitions/Hallways:</b> Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day.</p> <p>● <b>Classroom line up:</b> Visual makers will be used around doorways and inside classrooms to support physical distancing during transitions.</p> <p>● <b>Personal Property:</b> Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student.</p>

● **Restrooms:**

Restrooms assigned based on cohort rooms.  
Visual reminders will be used in all restrooms to encourage hygienic practices including:

- Handwashing techniques
- Covering coughs/sneezes
- Social distancing
- Facial coverings
- Covid-19 symptoms

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 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> <input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas. <input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	<p><b>Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>● Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>● Upon entry, students will go directly to their first content cohort (i.e., the students in their first period class).</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> </ul> <p>*follow plan outlined in 1a.</p> <ul style="list-style-type: none"> <li>● Breakfast in the classroom. Students must wash hands 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 greeted at the door by a staff member to reduce office traffic.</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
<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. <input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> <b>Handwashing:</b> Remind students 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>	<p><b>Seating:</b> Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. Students will use a single assigned seat at all times.</p> <p><b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff.</p> <p><b>Hand Sanitizing:</b> All students will sanitize their hands upon building entry and prior to breakfast and lunch. Additional hand washing/sanitizing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.</p>

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

**Classroom Procedures:** 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 elimination of shared hall passes.

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

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"/> Students must wash hands 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>● Students will access outside areas during planned break times. No outdoor equipment will be used.</li> <li>● Recess activities will be designed to support cohorting and Organizations). social distancing.</li> <li>● Students will wash their hands or use hand sanitizer before returning to the building.</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 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>	

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.</li> </ul>	

- 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.
  - If arriving at school, notify staff to begin isolation measures.
  - 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 wear face shields or face coverings.
- 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).

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## 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"/> 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. door handles, sink handles, drinking door handles, sink handles, drinking fountains, transport fountains, transport vehicles) and shared objects (e.g., toys, games, vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean common areas will be cleaned between uses at least 3 times per day.</li> <li>● Door handles, desks, and tables will be cleaned between cafeteria settings, restrooms, and playgrounds. cohort groups.</li> <li>● Ventilation systems will be checked and maintained monthly specified by the manufacturer. Keep these products away from our maintenance staff.</li> </ul>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<table border="1" style="width: 100%; height: 150px;"> <tr> <td style="width: 100%;"></td> </tr> </table>	





### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><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.</li> </ul>	

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><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.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><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.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> <li><input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<p>In the event of a closure, the district will initiate the Distance Learning Model and schedule.</p> <p>The district safety committee (w/ school nurse) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.</p>

#### 3c. RECOVERY AND REENTRY

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



## 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>