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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

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

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

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



1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Pleasant Hill Elementary School
Key Contact Person for this Plan	Devery Stoneberg
Phone Number of this Person	541-736-0498
Email Address of this Person	dstoneberg@pleasanthill.k12.or.us
Sectors and position titles of those who informed the plan	Devery Stoneberg, Principal PHES Brooke Quinones - Kg Jessica Wolpe - 4th Grade / PHEA Union Kay Lynn Thomas - Title I Kim Callison - EA / Classified Union President Tom Harris - District Health Clerk / LPN Heather Hicks - Parent Susie Williams - Parent Scott Linenberger - Supt. of Pleasant Hill School District Whitney Connolly - PHSD Sped Director Carlos Sequeria - LSED Consultant Janet Cook – 1 st Student Transportation Branch Manager Michelle Banks - 1st Student Transportation Supervisor Stephen Hammond - PHSD School Board Member
Local public health office(s) or officers(s)	Lane County Health Authority
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Devery Stoneberg, PHES principal
Intended Effective Dates for this Plan	February 15, 2021
ESD Region	Lane ESD

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

PHSD ran surveys from June 29 – July 10, 2020 for families and staff. Elementary and secondary administrators held stakeholder's meetings via electronic means on July 8, 15, and 22 seeking input. The surveys and the plan is on our website www.pleasanthill.k12.or.us. The school board was presented with the ready schools plan at the August 10, 2020 board meeting.

3. Select which instructional model will be used:

- 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 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>).

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

Our intention is to offer hybrid for grades K-5 starting on February 15, 2021 provided we are within the health metrics guidelines. This builds on our successful K-3 hybrid we have provided throughout this school year.

When schools transition to a hybrid on-site / online learning model, under current state requirements for health and safety it will not be possible for all students to be at school at the same time. Students will learn remotely for at least half of their school days. Moreover, the district anticipates the possibility that one or more classrooms, schools, or the district may need to return to full-time online learning at any point based on changes in public health conditions during the school year.

Building a strong foundation for high-quality remote learning will be critical to our success, for both comprehensive distance learning and a hybrid model of instruction, over the course of the school year. Establishing a strong base of effective teaching and learning online will be critical to continuing students' academic learning and supporting their social emotional wellbeing over the course of the year.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled "Comprehensive Distance Learning: A Companion to Ready School, Safe Learners." Our comprehensive distance-learning model complies with all required guidelines.

One crucial requirement, 5B Infrastructure, is a top priority for the district; but is a particularly challenging one to meet. About 250 families are currently identified as needing to have mobile hotspots to help with internet connectivity or limited cell signal. For each of these families, district staff are doing individual consultations to determine a workable solution.

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.

In accordance with the January 19, 2021 guidance update, our intention is to offer hybrid for grades K-5 starting on February 15, 2021 provided we are within the health metrics guidelines, building upon our successful K-3 hybrid offering since September.

The district will submit a hybrid blueprint before transitioning to the hybrid-learning model. The district's operational plan will follow the district's Communicable Disease Management Plan for COVID-19 and communicable diseases procedures outlined in School Board Policies JHCC and GBEB and Administrative Rules JHCC-AR and GBEB-AR.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. 	<p>The Pleasant Hill School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. PHSD will conduct a risk assessment if there is an allegation of exposure to Covid on-site. This rule will remain in effect until May,2021, unless revised or repealed before that date.</p> <p>The Pleasant Hill School District also follows School Board Policies GBEB, JHCC and GBEB/JHCC-AR.</p> <p>Staff responsible for maintaining physical distancing: Devery Stoneberg, Principal</p> <p>Resource staff: Lane County Public Health Authority, Andrea Johnson PHSD Nurse, Tom Harris PHSD Health Clerk / LPN</p> <p>Training Process: We will utilize both online and on-site training (as allowable and feasible), all staff (classified and licensed) will be trained on the components of this document as well as our policies and plans for managing the COVID pandemic.</p> <p>Reporting to Lane County Public Health Authority: Scott Linenberger, Supt. of PHSD will be the point of contact between the district and Lane County Public Health reporting confirmed cases among either staff or students. If an anonymous report needs to take place, a drop box located in the elementary and high school buildings has been established. Building administrator or designee will check the contents in the drop box weekly. They will then take appropriate steps to rectify the situation.</p> <p>Disinfection: The building will be disinfected between each cohort group. Restrooms, doorknobs and isolation room areas will be cleaned multiple times throughout the day following the guidance found within the Ready School, Safer Learner document and Lane County Public Health Authority.</p> <p>Daily Logs: Daily logs for student cohorts will be created and stored for each student cohort (transportation, on-site hybrid cohort, Special Education cohort intervention groups). All logs will be collected in the office daily following each cohort. Logs will be scanned by teacher weekly and stored daily in a Google Drive File for teachers to access as well as a hard copy provided to each teacher daily for their record as well.</p> <p>The bus logs will be collected at the end of each bus route. The logs will be scanned to First Student Bethel Office, a hard copy filed at Pleasant Hill First Student Office and a copy retained at the elementary office.</p> <p>For students who are not part of a stable cohort group, an individual student log will be maintained in the office, scanned and stored in Google Drive.</p> <p>These logs will be maintained by Carrie Thoms, Maria Skelton and Devery Stoneberg at PHES.</p> <p>All logs will be retained a minimum of four weeks to assist Lane County Health Department.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> • Child’s name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input checked="" 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.</p> <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information <p><input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE’s COVID-19 Weekly School Status system.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p>	<p>Individual / daily log will include:</p> <ul style="list-style-type: none"> • Child’s name • Drop off/pick up time • Entry Screening completed • Parent/guardian name and emergency contact information • Symptoms and Exposure notes • All staff (including itinerant staff, substitutes and guest teacher) names and phone numbers who interact with a stable cohort or individual student <p>Itinerant and district staff will keep a daily log indicating</p> <ul style="list-style-type: none"> • Time and building they entered • Who they came in contact with <p>Logs will be maintained in the office, scanned and stored in Google Drive.</p> <p>Contact Tracing: Contract tracing will be completed by the Lane County Public Health Authority if determined necessary at which time daily logs will be turned over to them if requested.</p> <p>Screening:</p> <ul style="list-style-type: none"> • Students who ride the bus will be screened as they are entering the bus. • 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. • The driver will request someone from the school meet the bus upon arrival and take the student directly to the isolation area. • Each cohort will have a building entry location, downstairs classrooms, 1, 2, 3, 5, 6, 8, 9, 10, 11, will use back doors. Students in rooms 12, 13, 14, 15 will use the back stairwell and students in room 16, 17, 18 will use the center stairwell and the rooms 19, 20, and 21 will use the back stairwell of the wing. Staff will visually screen each student upon entry into their classroom. • When the screening indicates. potentially symptomatic students will be directed to the office where staff will follow the isolation and screening protocols outlined isolated in 1h. <p>Handwashing stations or hand sanitizer will be available for students to utilize upon entry into the classroom.</p> <p>Disinfection: The building will be disinfected between each cohort group. Restrooms, doorknobs and isolation room areas will be cleaned multiple times throughout the day following the guidance found within the Ready School, Safer Learner document and Lane County Public Health Authority.</p> <p>Outbreak Plan: In the event of an outbreak, Scott Linenberger, Supt. of PHSD will be working directly with Lane County Public Health Authority to implement the district outbreak plan, see 3a, and make any updates / changes necessary per guidance of Lane County Public</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <p><input checked="" 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"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. 	<p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff: Plan includes bus drivers, classified, and teachers self-identifying as vulnerable or living with a vulnerable family member.</p> <p>Redeployed staff members assigned to online instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options.</p> <p>Students: All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with daily check-ins</p> <p>Students who experience disability will continue to receive specially designed instruction.</p> <p>Students with language services will continue to receive English Language Development.</p> <p>Visitors/Volunteers: 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>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ 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. ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Overall: Each student is required to maintain 35 sq. ft. thus reducing student population on campus half at any one time.</p> <p>Each classroom K-5 has been standardized with approximately 15 single desks spaced 6 ft apart, vertically and horizontally, facing forward.</p> <p>All additional furniture has been removed to make room including flexible seating and any fabric-covered furniture.</p> <p>Students will be assigned seating to maximize physical distancing and minimize physical interaction.</p> <p>Students will be split into AM - PM cohorts, allowing approximately half of our students on - site four days a week in the morning and afternoon and the opposite half of the day will be spent distance learning. On the fifth day of the week instruction will be delivered in the distance learning format.</p> <p>Additional Considerations</p> <ul style="list-style-type: none"> • Special education services will be planned and provided by Case Manager in collaboration with the general education teacher. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. • Itinerant Speech/Language Pathologist: SLP provided a face shield and/or Plexiglas partition. • Title I services will be planned and provided in the classroom in collaboration with the general education teacher. • Music teacher: schedule rotations into classrooms for music instruction. Limit use of instruments with cleaning between cohorts. Choir activities limited or conducted outside with at least 12 feet between students. • PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; time for cleaning is built into the daily schedule and sanitization time between groups if using common spaces. • Hallways will be marked with one-way direction signage and markers to maintain physical distance • On-site professional development may take place, provided one maintains 6 feet distancing, proper face coverings, and that the space allows for 35 square feet for each person. If someone who is in the high-risk category to susceptibility, the recommendation is to attend virtually. <p>Meetings: At all meetings, be it a staff meeting, team meeting or conferences if physical distancing cannot be maintained or the group</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	size is larger than permitted meetings will be held via web-base, Zoom.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. 	<p>Transportation Cohort</p> <ul style="list-style-type: none"> • This is a stable group of students each day. • Stable groups can be varied by AM/PM routes • Updated contact-tracing logs are required for each run of a route submitted to the school office following the run. <p>NOTE: Due to the instructional model used, there is not a need for cohorts in Band, Special Education services, EL services, or PE.</p> <p>CLASSES WILL BE SPLIT INTO AM (Cohort A), AND PM (Cohort B), GROUPS.</p> <ul style="list-style-type: none"> • AM groups will attend from 8:00-11:00 • PM groups will attend from 12:30-3:30 • Cohorts will remain in the classroom exiting only for recess /PE instruction. All other specialists will be coming into the room washing their hands or the use of hand sanitizer upon entry. • Cleaning will be conducted between the AM and PM shifts each day using an electrostatic sprayer to disinfect and clean all buildings. <p><u>Benefits of the electrostatic sprayer</u></p> <ul style="list-style-type: none"> ▪ Provides an electrical charge to disinfectant solutions which all solution to wrap surfaces. ▪ Full coverage, reaches shadowed areas, vertical and underneath. ▪ Effectively kills Covid germs in 4 minutes of contact s surfaces.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this 	<p>A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through hard copy and electronic version when available.</p> <p>Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</p>

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</p> <ul style="list-style-type: none"> ☒ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy. ☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Updated communication will be shared with families at least monthly or as updated information is available throughout the school year. PHSD has developed and implemented Infectious Control Plans and every staff member a certificate of completion of successfully completing Covid-19 training requirements as specified with OSHA.</p> <p>Covid 19 hazard posters are posted indoors and outdoors along with masks required posters.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” 	<p>Parent and Staff Education: Families and staff will be provided with a pre-screening tool developed by Lane Public Health Authority and asked to check symptoms each morning prior to school and keep students home/stay home if symptomatic.</p> <p>Such communications shall be in writing, provided via social media and emailed directly to all staff and to students in grades K-5.</p> <p>Screening Students Upon Entry Each cohort will have a building entry location, downstairs classrooms, 1, 2, 3, 5, 6, 8, 9, 10, 11, will use back doors. Students in rooms 12, 13, 14, 15 will use the back stairwell and students in room 16, 17, 18 will use the center stairwell and the rooms 19, 20, and 21 will use the back stairwell of the wing. Staff will visually screen each student upon entry into their classroom. A primary screening will then take place as prescribed by ODE/OHA guidelines. The guidelines have been made available to staff and families to help families to know when to keep their children off-site.</p> <p>When the screening indicates. potentially symptomatic students will be directed to the office where staff will follow the isolation and screening protocols outlined isolated in 1h.</p> <p>Handwashing stations or hand sanitizer will be available for students to utilize upon entry into the classroom.</p> <p>There are transportation specific screening protocols that must be followed. See section 2i for more information.</p> <p>Logging for Contact Tracing Classroom staff assigned to each entry door will need to maintain contact tracing logs with information about each student who</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p><input checked="" 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. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" 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>entered and other students with whom they came in contact during entry.</p> <p>Screening Staff: Staff are required to report when they may have been exposed to COVID-19.</p> <p>Staff are not required to report when they have symptoms related to COVID-19 and will report illness symptoms to their direct supervisor.</p> <p>Staff members are not responsible for screening other staff members for symptoms.</p> <p>Staff who become ill at school shall report to the administrator immediately and should be dismissed to home if symptoms are excludable.</p> <p>Ongoing: Newsletter: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance.</p> <p>Newsletter: Reminder of When to Keep a Student Home from the PHSD Communicable Disease plan, pg. 14.</p> <p>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>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input checked="" type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <i>Ready Schools, Safe Learners</i> guidance.</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> <p>Essential visitors must wash or sanitize their hands upon entry and exit.</p> <p>Essential visitors must maintain physical distancing wear masks and follow all other guidance.</p> <p>Visitors will be visually screened for symptoms and will be asked screening questions during sign-in and will not be allowed to enter if symptomatic.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more</p>	<p>Shields and facial coverings: Are required for all students in grades Kindergarten and up along with all staff, classified, licensed, bus drivers, contractors, service providers or visitors.</p> <p>N95 and face coverings will be provided to any individual needing a face covering.</p>

OHA/ODE Requirements

than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.

- ☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- ☒ "Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
 - Students must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.
- ☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020,

Hybrid/Onsite Plan

If a student removes a face mask / covering or demonstrate a need to remove the face covering for a short period of time:

- The student will be provided a space away from peers while the face covering is removed for a break. The student will never be left unsupervised.
- The designated area / chair will be appropriately distanced from other students and will be made of a surface that is easily wiped down and disinfected after use.
- Instructional supports around the wearing of face covering.
- Provide students adequate support to re-engage in safely wearing the face covering.
- Students will not be discriminated against or disciplined for their inability to wear a face covering during the school day.

Appropriate face coverings will be worn by school RN, Health Clerk/ LPN and other personnel when providing direct care and monitoring of staff or students displaying symptoms.

Students who abstain from wearing a face covering or whose families determine the student will not wear a face covering during on-site instruction must be provided instruction. CDL may be an option, however additional provisions may apply to students protected under ADA or IDEA.

ADA Accommodations:

If any student requires an accommodation to meeting the requirement for face coverings schools and staff should limit the student's proximity to students and staff to the extent possible.

Appropriate accommodations could include:

- Offering a different type of face covering
- Space away from peers when covering removed, supervised by staff, not to be left alone
- Short breaks built into the educational day, while following other health strategies to reduce the spread of the disease.
- Additional instructional supports to effectively wear a face covering.

For students with a medical condition, doctor's orders to not wear a face covering or other health related concerns must not be denied access to on-site instruction.

For students who are not currently eligible for or receiving services under a 504 / IEP who demonstrate an inability to consistently wear a face covering as require must be consider for child find.

If staff requires an accommodation for the face covering or face shield requirements, the principal shall work with the staff member to minimize proximity to students and possible exposure.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. • For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p><input checked="" type="checkbox"/> For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p>	<p>A designated primary isolation area will be used for students and staff who are symptomatic.</p> <p>Isolation: Bus - Students who ride the bus will be screened before entering the bus. Students determined to be symptomatic will be isolated</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>and the driver will request someone to meet the bus at the school and take the student directly to the isolation area until picked up</p> <p>Entry - Staff will visually screen each student upon entry into their classroom. When the screening indicates, potentially symptomatic students will be directed to the office where staff will follow the isolation and screening protocols</p> <p>During the day, when the screening indicates, potentially symptomatic students will be directed to the office where staff will follow the isolation and screening protocols.</p> <p>Isolation Room: The isolation room will be the health room or the staff room, which has been repurposed to be a secondary isolation space.</p> <p>Staff will be assigned to supervise students who are symptomatic and will need to maintain at least six feet of distance and wear facial coverings.</p> <p>Symptomatic students will remain at school until a designated adult can pick them up.</p> <p>While waiting the student will wear a face covering, unless it cannot be done safely.</p> <p>Staff upon removing PPE will wash their hands immediately with soap and water for 20 seconds or an alcohol-based hand sanitizer that contains 60-95% alcohol.</p> <p>Staff and students exhibiting symptoms will be provided with instructions in their native language and encouraged to contact either an urgent care provider or their family doctor for testing services.</p> <p>Students and/or staff testing positive for COVID-19 will remain home for at least 14 days and will follow the guidance contained in this section of the ODE/OHA requirements prior to re-entry.</p> <p>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.</p> <p>If a clear alternative diagnosis is identified as the cause of a person's illness, then they will follow the usual return to school guidance and the person should be fever free for 24-hours without the use of a fever reducing medicine. A physician's note is required to return to school, to ensure a student is not contagious.</p> <p>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.</p> <p>Health Room Log: Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home.</p> <p>Logs will include:</p> <ul style="list-style-type: none"> • Name of student • Reported symptoms/reason for health room visit • Action taken



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>Students and families may be given the option to enroll in fully online distance learning or hybrid learning.</p> <p>Students enrolled in hybrid learning will participate in the in person, on-site, learning four half days each week and distance learning instruction, off-site the other half of the day and Fridays.</p> <p>Students identified as at-risk or in need of additional, focused support may have the option of participating five days of in person lessons and supplemental learning available online.</p> <p>Hybrid learning and distance learning opportunities will utilize parallel planning, allowances for symptomatic students to continue learning during an absence</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input checked="" type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p>Attendance for K-5: Attendance will be taken daily for all students enrolled regardless of the instructional model.</p> <p>Family Notification: Written communication will be provided to families clearly explaining student attendance and participation expectations as well as family involvement.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<p>Plan for adequate technology at home for off-site working, teaching, and learning:</p> <ul style="list-style-type: none"> • Review technology policies and data privacy policies and update if needed. • Use designated building tech support personnel to provide technical support/help desk support on the use of technology. Deployment of district-provided hotspots to ensure adequate internet access for all families. • Families will be surveyed about connectivity needs. • Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution from the Spring 2019-20 Distance Learning period. <p>All students will be assigned a district-owned device for use in the school building and will be taken home daily for at-home use.</p> <p>Additional devices will be accessible for in-building use for students with broken devices or devices left at home. During check-out and check-in procedures, social distancing and safety measures will be utilized.</p> <p>Continue using online platforms to facilitate continuous learning experiences that occur on-site and in a distance learning setting (offsite); include options for digital learning and provision for non-digital distance learning where internet and computers may not be available</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). 	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing and/or sanitizing prior to breakfast and lunch as well as entering and exiting to recess. Frequent opportunities for hand washing and/or sanitizing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. ● Equipment: includes materials such as school supplies (scissors, glue and recess equipment, Science Lab supplies. Sharing of supplies will be restricted whenever possible. All shared equipment will be cleaned ● Events: 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. ● Transitions/Hallways: Hallways will include one-way traffic markings to reduce contact. Transitions by grade-level and/or classroom 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. ● Personal Property: 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.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. 	<p>Students will have staggered drop-off and pick-up times by cohort and/or by grade level.</p> <p>For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.</p> <p>Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing.</p> <ul style="list-style-type: none"> ● Staff will fill in the information and not allow a shared pen/paper. ● Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and signin/sign-out.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Ensure hand sanitizer is available if signing children in or out on an electronic device. <p>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<p>All classes with outside doors will utilize assigned entrance.</p> <p>Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</p> <p>Share with families the need to keep drop-off/pick-up interactions as brief as possible.</p> <p>Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</p> <p>Arrival & Entry Outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.</p> <p>Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing.</p> <ul style="list-style-type: none"> • Staff will fill in the information and not allow a shared pen/paper. • Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign in/sign-out. <p>All classes with outside doors will utilize assigned entrance.</p> <p>Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</p> <p>Share with families the need to keep drop-off/pick-up interactions as brief as possible.</p> <p>Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p>☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p>☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Student desks will be arranged a minimum of six feet apart. Students will use a single assigned seat at all times so that staff and students maintain physical distancing. • Materials: 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 • Handwashing: All students will wash and/or sanitizing their hands: <ul style="list-style-type: none"> ▪ Upon building entry. ▪ Prior to eating breakfast and lunch. ▪ Immediately after practicing respiratory etiquette placing tissues in a garbage can. ▪ Exiting and reentering the building to recess / PE <p>Signage at each sink/hand washing station will remind students and staff of effective hand washing opportunities will be provided throughout the school day.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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 Specific Guidance for Outdoor Recreation Organizations). <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. <input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<p>Playground will remain closed to the general public during school hours. The playground is cleaned prior to student usage for the next school day.</p> <p>Until the playground is open, classes may use the gymnasium, cafeteria and covered hard play area for recess if/when available.</p> <p><i>*If these areas not available, students can have recess in their classroom.</i></p> <p>Students will wash and/or sanitize hands before and after using playground equipment</p> <p>After students use the restroom, they must wash their hands with soap and water for 20 seconds. Soap will be available in all restrooms for students and staff.</p> <p>All playground equipment will be disinfected daily and in between each cohort group.</p> <p>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.</p> <p>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.</p> <p>Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).</p> <p>The staff room has been repurposed as a secondary isolation space. The workroom is set-up to maintain six feet of distance between copy machines, which will be wiped down between usages.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. <input checked="" type="checkbox"/> Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). 	<p>Students will have food delivered to their classrooms to eat</p> <p>All students must wash and/or sanitize hands prior to meals using either soap and water for 20 seconds or an alcohol-based sanitizer with 60-95% alcohol and encouraged to do so after.</p> <p>Students will not share utensils or other items during meals.</p> <p>Each table/desk will be cleaned prior to meals being consumed and after, too.</p> <p>Staff will be eating independently and not in the staff room with other people.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. 	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while 	<p>The district will be working with its transportation contracted provider, First Student Janet Cook, division manager, and Michelle Banks, supervisor.</p> <p>First Student will ensure all drivers are trained and prepared to enact the agreed district plan.</p> <p>Communicate with parents regarding any changes in transportation services.</p> <p>ODE guidelines recommend:</p> <ul style="list-style-type: none"> • three (3) feet of physical distance between passengers • 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. • Use of visual cues (e.g., decals, covered tapes or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus <p>Each bus driver will be required to:</p> <ul style="list-style-type: none"> • Wear masks whether actively or not actively operating the bus. • Visually screen students for illness • Maintain logs for contact-tracing • Clean and sanitize buses between cohort routes. <p>Seats on each bus shall be identified for students exhibiting symptoms.</p> <p>Students exhibiting symptoms must:</p> <ul style="list-style-type: none"> • Be provided a mask if not already wearing one • Keep 6 feet away from others and continue transporting in designated location, • be transported immediately to school office upon arrival (drivers should call ahead to the school when possible so staff may assist) • If student becomes symptomatic on the way home, driver will call the school office who will communicate with the parent.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</p> <ul style="list-style-type: none"> ☒ Face coverings for all students, applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	<p>Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). 	<p>All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day.</p> <p>Door handles, desks, and tables will be cleaned between cohort groups.</p> <p>Ventilation systems will be checked and maintained monthly by maintenance staff as prescribed by OSHA. We have upgrade the ventilation systems to include an electrostatic process to further provide clean air.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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 checked="" 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; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<p>Classroom teachers and staff will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.</p> <p>Our school will practice appropriate communicable disease isolation and exclusion measures.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting.</p> <p>COVID-19 specific infection control practices for staff and students will be communicated.</p> <p>Review of 504 and IEP accommodations and health plans will be revised to address vulnerable populations.</p> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p> <p>Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

Exception

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <ul style="list-style-type: none"> ☒ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance. ☒ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. ☒ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. ☒ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. ☒ Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <ul style="list-style-type: none"> ☒ Student transportation off-campus is limited to medical care. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ 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. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills shall not be practiced unless they can be practiced correctly. 	<p>Safety Drills: 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"> • September evacuation drill • Lockdown drill • Earthquake drill • 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>Safety drills will be carried out as close as possible to the procedures that would be used in an actual emergency. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p>When, or if, physical distancing must be compromised, drills will be completed in less than 15 minutes.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ 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). ☒ 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. 	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ 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. ☒ 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. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ 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. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. 	<p>District will be providing Cognitive Behavior Training to all staff throughout the school year.</p> <p>Proactive/preventative steps will be taken to reduce antecedent events and triggers within the school environment.</p> <p>Proactive planning will be utilized for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjustments will be made, where possible to minimize student and staff dysregulation.</p> <p>A proactive plan will be developed for daily routines designed to build self-regulation skills.</p> <p>Staff who support students who may become dysregulated, escalated, and/or exhibit self-regulatory challenges will be trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p>Public health and safety requirements will be considered as plans for behavior mitigation strategies are developed.</p> <p>Spaces that are unexpectedly used to de-escalate behaviors will be appropriately cleaned and sanitized after use and behavior the introduction of other stable cohorts in the same space. Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" 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.</p>	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.</p>	<p>We use non reusable Personal Protective Equipment PPE components:</p> <ol style="list-style-type: none"> 1. A disposable medical-grade surgical mask (an N95 respirator is not needed) 2. Reusable eye protection (goggles or face shield) – this component will be disaffected after each use. Non- Reusable eye protection (goggles or face shield) 3. Disposable gloves. A gown is not required. The single-use medical-grade mask and gloves should be discarded once testing is completed. The eye protection should be set aside for cleaning and disinfection. Discarded PPE does not have to be treated as biohazardous waste and can be disposed of into a regular garbage can.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>District Communicable Disease Plan – link here.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<p>District Communicable Disease Plan – link here.</p> <p>If anyone is known to be diagnosed with Covid 19 Lane County Public Health would contact:</p> <ul style="list-style-type: none"> • Supt., Scott Linenberger, 541-736-0701 • PHES Principal – Devery Stoneberg, 541-736-0400 <p>PHHS/PHMS Principal – Randy Fisher, 541-747-4541 will be notified. He will notify and consult with Lane County Public Health</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Authority regarding cleaning and possible classroom or program closure.</p> <ul style="list-style-type: none"> • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure <p>Weekly reviews of attendance data and reported symptoms by staff and students to determine a potential increase in rates and looking for cluster illnesses among students and staff.</p> <p>Large school in-person events have been cancelled. Parent conferences, Open House and other events will be held virtually whenever possible.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person, hybrid, and distance learning model. In the event of school closure, all students and staff will participate in distance learning.</p> <p>The building will be cleaned, sanitized, and all, playground equipment, door handles, sink handles, drinking fountains, transport vehicles, surfaces will be disinfected, and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>Communication will be provided to families outlining the options and efforts to support returning to on-site instruction</p> <p>We will follow the guidance of Lane County Public Health Authority regarding the return of students and staff for onsite, hybrid, instruction.</p>



ASSURANCES

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

This section does not apply to private schools.

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

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

-  **4. Equity**
-  **5. Instruction**
-  **6. Family, Community, Engagement**
-  **7. Mental, Social, and Emotional Health**
-  **8. Staffing and Personnel**

Assurance Compliance and Timeline

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

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