



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Canyonville School
Key Contact Person for this Plan	Douglas D. Park
Phone Number of this Person	541-839-4396
Email Address of this Person	<a href="mailto:doug.park@susd.k12.or.us">doug.park@susd.k12.or.us</a>
Sectors and position titles of those who informed the plan	Principal, Office Manager, A teacher from each grade band, K-2, 3-5 and 6-8. Superintendent, Director of Student Services, Director of Student Achievement, Transportation provider, Food services provider, Facilities Coordinator, Cow Creek Consultant
Local public health office(s) or officers(s)	Douglas County Health Authority
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Douglas D. Park, Principal
Intended Effective Dates for this Plan	August 24, 2020 – June 11, 2021

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

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

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

ESD Region	Douglas ESD
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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.

We have used multiple methods of communication to reach and engage all student groups within our community. Information shared included specific cleaning and sanitation plans, health and safety information about hand washing/masks/social distancing, and reopening plans/metrics. We specifically prioritized feedback received from our typically underserved and marginalized groups of students, including our Native American students, students of color, and students experiencing homelessness. Additionally, we have prioritized our students living in remote areas who do not have access to high speed internet services, as this group of students would not be able to access any educational services without support. Methods of sending communication and receiving feedback included:

- Social Media & Website Posts
- Social Media & Website Survey of Needs
- Email info to students/families
- Email Survey of Needs to students/families
- Teacher, principal, and office manager calls and surveys of needs with individual students/families
- Cow Creek Band of Umpqua Tribe Consultation (Sandy Henry)
- Transportation/Nutrition/Facilities/Custodial consultations
- Douglas County Health (weekly consult w/Dr. Dannenhoffer)
- School Board Info/Feedback at Public Meetings
- Staff Info/Feedback through virtual meetings
- School based planning teams (administrator, teachers, office managers)
- SIA Planning Meeting Feedback Meeting data from typically underserved and marginalized groups, including students of color
- Superintendent and Director consultations with individual parents regarding specific student needs and/or concerns

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning**       **Hybrid Learning**       **Comprehensive Distance Learning**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

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

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

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

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

*This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.*



### 1. Public Health Protocols

#### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li>☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li>☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li>☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li>☒ Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</li> <li>☒ Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li>☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li>☒ Process to report to the LPHA any cluster of any illness among staff or students.</li> <li>☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li>☒ Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> <li>● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li>☒ 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.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p>Please see Canyonville School's Communicable Disease Management plan <a href="#">linked here</a>:</p> <p>Principal Doug Park will establish, implement, and enforce physical distancing requirements.</p> <p>LPHA staff:  Robert Dannenhoffer, M.D. – Public Health Administrator  Laura Turpen, MPH – Communicable Diseases</p> <p>Local Nurse:  Marcella Post – RN</p> <p>Staff will be trained via video and in-person (if allowable) training prior to school starting. This training will be coordinated by the Director of Student Achievement in coordination with the administrative team. Please see our "<a href="#">Guidance for Covid-19 and other Viruses</a>" document for information about notifying LPHA of any confirmed case and clusters.</p> <p>Plans for systematic disinfection of classrooms, offices, bathrooms and other activity areas are included in the appropriate sections below.</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, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input 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"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and</li> </ul> </li> </ul>	<p>All staff and students/parents will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p><u>Staff</u> 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><u>Students</u> All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</p> <p>Students who experience disability will continue to receive specially designed instruction. IEP and 504 teams will communicate with parents to revise plans for those students who are identified as vulnerable. Teams will also coordinate and update any services the student may be receiving (Speech, OT, PT, Mental Health Services, etc.)</p> <p>Students with language services will continue to receive English Language Development.</p>

Responsibilities, outlines authority and responsibilities for school exclusion.

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</p> <p><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</p> <p><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p> <p><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</p> <p><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p>	<p>We will have flow arrows for direction on which way the students are to walk and circles placed 6ft apart to show students what 6ft is. We will segment the upper field into playground areas for each grade level as well as a tub of play equipment for that specific class. All staff will give positive reminders and re-teaching as needed.</p> <p>All staff will give positive reminders and re-teaching as needed.</p> <p>Overall:</p> <ul style="list-style-type: none"> <li>- Remove extra furniture to make more room for student use</li> <li>- Removal of all fabric covered furniture. For non-removable fabric covered seating, vinyl or plastic seat protectors will be used</li> <li>- Assign seating to maximize physical distancing and minimize physical interaction</li> </ul> <p><b><i>Each site must plan and discuss how to support students with physical distancing requirements, WITHOUT PUNITIVE MEANS. Students are not to be disciplined for failure to comply with social distancing guidelines.</i></b></p> <p>All staff will give positive reminders and re-teaching as needed.</p> <p>Capacity for School Settings Includes Students and Staff            NR = not returning Projected number includes teacher            Grade K – 755.92 ft<sup>2</sup> = 25 people            Grade 1 – 810.26 ft<sup>2</sup> = 25 people            Grade 2 – 809.58 ft<sup>2</sup> = 25 people            Cafeteria 1480.17 ft<sup>2</sup> = 42 people            Grade 3 – 886.11ft<sup>2</sup> = 30 people            Grade 4 – 920.8 ft<sup>2</sup> = 30 people            Grade 5 830.13 ft<sup>2</sup> = 25            A-5 Speech Room 94.31 ft<sup>2</sup> = 6 People            Grade 6 618.83 ft<sup>2</sup> =22 people            Grade 7 593.83 ft<sup>2</sup> =22            Grade 8 693.4 = 22 people            Orange Lab converted to new Title 1/MS English 585.06 ft<sup>2</sup>= 22 people            SPED move to A-3 705.25 ft<sup>2</sup> 22 People            HT-2 Vacant 809.58 ft<sup>2</sup> 25 People            Title 1 West 255.9 ft<sup>2</sup> 13 people            Title 1 East 394.74 ft<sup>2</sup> 16 people            Library South 402. 402. 9 ft<sup>2</sup> 16 people            Library North 384.1 ft<sup>2</sup> 16 people            HT Staff Room 210.9 ft<sup>2</sup> 13 people            Gym 3443.08 ft<sup>2</sup> 98 people            Boys Locker Room 447.91 ft<sup>2</sup> 19 people            Girls Locker Room 453. 55 ft<sup>2</sup> 453.55 19 people            Community Center 2046 ft<sup>2</sup> 59 people</p> <p><b>Hallways</b>            Mark hallways with 2 directional arrows and dots spread 6ft apart.</p> <p><b>Classrooms</b>            We will use individual desks as much as possible and use painters tapes to section off tables as needed striving for 6 feet of distance between students at all times.</p>

**Small Groups**

Students will attend required groups as needed and contact logs will be kept and social-distancing will be maintained.

All small groups and interventions will remain within their grade band cohorts. We will strive to space students 6ft apart.

**Library/Computer labs**

K-2: send no more than 5 students to the library at a time and rotate throughout the class  
3-8 will use digital check out as much as possible and will have a bi-weekly opportunity to use the library.  
The librarian will pull the desired books and deliver them to the classroom.

**Gym/Cafeteria**

Gym- classes will attend on their regular schedule, altering groups allowed in the locker room to allow social-distancing for middle school classes. Each cohort will have designated equipment to be sanitized. The PE teacher will design lessons that will take into account social distancing for the activities that the students will do. Each grade level will have their own PE tote with the PE equipment they will need for whatever activity they will be doing.

Cafeteria- limited to k-2 students eating in the cafeteria.

3-5/MS Students will use the Community Center for lunch on a staggering schedule for grade bands.

Usable space, ***based on rectangular or square array***:  
Please see attached school maps with people per square feet listed for each learning space.

**1d. COHORTING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>x Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <ul style="list-style-type: none"> <li>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <p><input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p><input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p>x Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</p> <p><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p><b>Logging for Contact Tracing:</b> K-8 will keep a contact log for their classroom, with the original data entry at the beginning of the school day and updating throughout the day. 6-8 teacher will keep a contact log for each class period throughout the day. Every room will have a guest sign in sheet at the door, when someone outside of the cohort enters the classroom. This will include name, date, time-in, time-out.</p> <p>Each classroom teacher will send 1 student at a time to the restroom.</p> <p>All staff will clean areas periodically throughout the day.</p> <p>Staff who move between cohorts will wash their hands upon entering a new cohort.</p> <p>Tracking attendance carefully within cohorts will be critical to support contact tracing.</p> <ol style="list-style-type: none"> <li>1) Transportation Cohort 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.</li> <li>2) Kindergarten – 5<sup>th</sup> Grade Classroom Cohorts</li> </ol>

Each classroom operates as an independent cohort.  
**Note: When student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements.**

**Note: When staff interact with multiple stable cohorts they must wash and sanitize hands between interactions.**

Interventions: We will group the students into interventions based on the student’s need. We will strive to have 6ft of social distancing. Students will stay in their grade band cohort for interventions.

Students will attend PE, library, music with their grade level cohort. Recess will be the K-8 cohort

**Restrooms** will be restricted to one student at a time. Hand washing signs will be posted in the restroom. Restrooms will be cleaned in the morning and in the afternoon.

- 3) 6<sup>th</sup> – 8<sup>th</sup> Grade Cohorts  
 Recommended: Assign students to grade level cohorts for entire school day. **Note: When student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements.**

**Note: When staff interact with multiple stable cohorts they must wash and sanitize hands between interactions.**

Middle School Lunch Cohorts:  
 Closed Campus

K-2 Cafeteria on a staggered schedule with each grade level having an assigned set of tables.

3-5 Community Center with each grade level having an assigned set of tables

6-8 Community Center with each grade level having an assigned set of tables

When possible students will be kept within their grade level cohort, exceptions include: math, lunch, electives

**1e. PUBLIC HEALTH COMMUNICATION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> <li>● Consider sharing school protocols themselves.</li> </ul> <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>● Consult with your LPHA on what meets the definition of “close contact.”</li> </ul> <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is	<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 print and electronically 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> <p>Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</p>



diagnosed in students or staff members, including a description of how the school or district is responding.

Provide all information in languages and formats accessible to the school community.

**1f. ENTRY AND SCREENING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention:               <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.</p> <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>A Safe Start handout will be mailed home to parents that explains for students to stay home if they, or anyone in their homes or community spaces, have COVID-19 symptoms. A COVID-19 addendum will be added to the school handbook that addresses this as well</p> <p>K-2 Parents may walk their children up the hill to the classroom door, but may not enter the classroom. 3-8 Students are dropped off at the front of the building, students must walk around and enter the building in their assignment entry points.</p> <p>3-5 back door each classroom 6- North door main building 7- South door main building 8- Enter the gym main entrance</p> <p>Bus- all students will be dropped off on the gym-side of the parking lot. K-2 will cross the parking lot and be sent up the hill to their classrooms to be screened. 3-8 will proceed to their assigned entry door to be screened</p> <p><b>Screening Students Upon Entry:</b> k-5 students will be screened by teachers as they enter the classroom 6-8 students will be screened by teachers as they enter the main building or gym.</p> <p>Each teacher will give a squirt of hand sanitizer to each student as they enter the classroom.</p> <p>The Title 1 Office will be converted to isolation room. It has a window on the door so an IA can supervise the sick student until they are picked up.</p> <p><b>Logging for Contact Tracing:</b> k-5 will keep a contact log for their classroom, with the original data entry at the beginning of the school day and updating throughout the day. 6-8 teacher will keep a contact log for each class period throughout the day. Every room will have a guest sign in sheet at the door, when someone outside of the cohort enters the classroom. This will include name, date, time-in, time-out.</p> <p>Teachers and staff will be responsible for supervising, screening, and monitoring the classes as they enter the classroom (k-5). For Middle School they will screen their assigned grade level as they enter the building. M.Lowry-6 Pennington-7 Olson-8</p> <p>Each teacher will give a squirt of hand sanitizer to each student as they enter the classroom.</p> <p>Staff - Staff are required to report when they may have been exposed to COVID-19.</p>

- Staff are required to report when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines. <input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	<p>Visitors/Volunteers</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>Visitors must wash or sanitize their hands upon entry and exit.</p> <p>Visitors must wear face coverings in accordance with LPHA and CDC guidelines.</p> <p>Visitors will be screened for symptoms upon every entry and restricted from school property if exposed to Covid-19 within the preceding 14 calendar days.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> <li>● Staff who are regularly within six feet of students and/or staff               <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>● Bus drivers.</li> <li>● Staff preparing and/or serving meals.</li> </ul>	<p>Face coverings are required for all staff, students, contractors, and service providers ages 5 and up. The district is providing face coverings for staff and students.</p> <p>Students will be instructed in the proper wearing and cleaning of face coverings.</p> <p>Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA.</p>
<input type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> <li>● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>● Front office staff.</li> </ul>	<p>Plexiglass barriers have limited utility for schools and are not practical for classroom use. Examples of where barriers could be used include the library check-out station, cafeteria check-out, or front office</p>
<input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.	
<input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b>	
<input type="checkbox"/> <b>ADA accommodations:</b> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	<p>Refer to Communicable Disease Mgmt Plan for appropriate isolation determination and processes (plan still under construction by district and OHA).</p>

- Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
  - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
  - 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.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
  - If able to do so safely, asymptomatic individual should wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- 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.
  - Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
  - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
  - 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.
  - If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use

**Note: Logs are in the appendix.**

Each school principal or designee will connect weekly with the school nurse on updates for plan and isolation measures taken to that point.

All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area room M-10. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

While exercising caution or maintaining (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

Staff will maintain student confidentiality as appropriate (FERPA).

Daily logs must be maintained containing the following:

- Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
- Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs

Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:

- The passage of 14 calendar days after exposure, or 2 negative COVID-19 molecular tests (PCR), at least 24 hours apart; **and**
- symptoms have been resolved for 72 hours without the use of anti-fever medications

All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room).

- Students will be provided a facial covering (if they can safely wear one).
- Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

Record and monitor the students and staff being isolated or sent home for the LPHA review.

of fever reducing medicine, and other symptoms are improving.

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



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <p>No student will be dropped for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> <li>- Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>- Have COVID-19 symptoms for the past 14 days</li> </ul>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> <li><input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.               <ul style="list-style-type: none"> <li>• Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>• For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not</li> </ul> </li> </ul>	<p>On-site student attendance will follow normal reporting policy and procedures.</p> <p>Attendance for students participating in distance learning, attendance will be taken twice per week following ODE guidance.</p> <p>Attendance policies and plans will encourage staff and students to stay home if someone in their household is sick.</p> <p>A designated staff member will notify the principal when the absence rate has increased by 20% or more.</p> <p>The principal will report this increase to the RN.</p> <p>Teachers will use the Respiratory Surveillance spreadsheet to document students with respiratory illness.</p> <p>Teachers will keep track of online/distance learning contact and participation on a shared document. Sharing this information with the Office and the school's BAM. The BAM will monitor and report the absences rates.</p>

include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.

- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

**Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

Handbook is in the process of being updated with COVID 19 information.

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<p>Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.</p> <p>Grades 2-8: each student will be assigned a chrome book, when technology is needed in the classroom. They will use their assigned device. In the event of a student participating in distance learning, the device shall be checked out to the parents through the office.</p> <p>Cleaning/Sanitizing: Whenever the Chromebook is turned in it will be sanitized meeting SUSD suggested guidelines: With the device off, use a bleach free disinfectant wipe, like Care Touch Cleaning Wipes or a cleaning solution of 40% Isopropyl Alcohol to 60% water and microfiber cloth as an applicator. The first choice would be the easiest to do, since</p>

the correct ratio is already applied to the prepackaged wipe. The device will be cleaned before being reassigned for another students use.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</p> <p><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</p>	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> <p>Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. During the first day students are allowed on campus teachers will instruct the students on how to properly wash their hands. Hand washing procedures will be re-taught as needed. Students will receive constant reminders to wash their hands.</p> <p>All students will have access to hand washing prior to meal times, (and after meals) and frequent opportunities for hand washing provided throughout the day. Hand washing may be supplemented by the use of hand sanitizer.</p> <ul style="list-style-type: none"> <li>-The students will hand sanitize upon entry as the teacher is performing screenings.</li> <li>-Handwashing using the sinks in the classroom before/after eating breakfast in the classroom.</li> <li>-Handwashing using the sinks in the classroom before moving to lunch locations. Hand sanitizer or wash after consuming lunch.</li> <li>-Hand sanitizer before/after all movements of cohorts: PE, recess, intervention, electives.</li> </ul> </li> <li>● <b>Equipment:</b> <p>All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. Shared use of classroom supplies will be limited wherever possible. Teachers will be responsible for sanitizing the supplies and equipment that are used.</p> <p>PE- each cohort will have a tote with their equipment to be used for the day and will be sanitized before they are used with another cohort. The teacher will sanitize the equipment used in the class.</p> <p>K-8 Students will be encouraged to use their own supplies, if they need to use classroom supplies there will be a designated container for used items that will be sanitized at the end of the day.</p> </li> <li>● <b>Safety Drills:</b> <p>During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</p> <p>Fire Drill- students will move (while maintaining social-distancing) to their designated safe area and form 2 lines using their arms to help keep 6 feet apart.</p> <p>Lock Down- students will follow the lock down procedures and sit on the floor of their classroom while practicing social distancing.</p> </li> <li>● <b>Events:</b> <p>Field trips will be designed virtually until further guidance is issued.</p> </li> </ul>

All assemblies, special performances, school wide parent meetings and other large gatherings will be canceled or held in a virtual format until further guidance is issued. Guidelines and requirements for athletic events and practices will follow OSAA guidance.

- **Transitions/Hallways:**

Wherever possible, student cohorts should remain in the classroom with adults transitioning.

There will be direction arrows showing the flow in high traffic areas. Teachers and staff will point these out and inform students of why they are there.

K-5 Students will bring all items to their classroom and be dismissed in small groups to put away/collect their items from their cubbies.

MS-Students will remain in a classroom and the teachers will rotate between classes. Students will only use lockers before school, lunch, and after school. They will be dismissed to lockers in 5 designated (color-coded) groups.

- **Classroom Line Up:**

When students are required to line up outside of buildings or classrooms, line up areas are to be marked with visual cues to indicate adequate physical distance.

K-2-: The lines will be painted outside of their classrooms. We will also include "paws" painted 6 feet apart to encourage social distancing.

3-5 Students will be assigned a position in a grid spaced 6 feet apart at the outside door access to the building.

6-8: Students will be out of the classroom in small groups. If lines are needed students will be trained to use their arms to create a 6-foot zone for which they will stand.

- **Personal Property:**

Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. If lockers/cubbies are used, they must be single student use spaces.

K-5 Students will bring all items to their classroom and be dismissed in small groups to put away/collect their items from their cubbies.

MS- Students will only use lockers before school, lunch, and after school. They will be dismissed to lockers in 5 designated (color-coded) groups.

- **Restrooms:**

Students will use individual bathrooms within their designated classrooms, where available. These bathrooms will be cleaned daily.

Restrooms will be assigned based on cohorts and have designated schedules whenever possible to alleviate large groups and waiting. If this cannot be maintained, the restrooms will be cleaned multiple times

throughout the day.

Restroom usage: Students will use the restroom as needed throughout the day. Teachers will limit students out of the classroom to one student per restroom at a time. Students will be taught that if they see another individual at the sink, then they need to wait until they are done. We are also going to close off the middle stalls to insure social distancing in the restroom.

Cleaning Schedule: We will strive to clean the restroom a minimum of twice during the school day.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li><li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li><li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li><li><input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing:<ul style="list-style-type: none"><li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li><li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li></ul></li><li><input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li><li><input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li></ul>	<p>Hand sanitizer stations will be placed near all main entry doors or other high traffic areas.</p> <p><b>Reminder: Parents, visitors, volunteers will not be allowed in the building, unless picking up a sick student.</b></p> <p><b>Entry into the school:</b></p> <p>The front door of the main building will be locked with a wireless doorbell installed so that office staff may go out and assist parents.</p> <p><b>Entry Points:</b></p> <p>K-2 use the classroom door 3-5 backdoor of each classroom 6- North door main building 7- South door main building 8- Enter the gym main entrance</p> <p><b>Student drop off:</b></p> <p>Buses- will drop off their students on the gym-side of the parking lot and they will be directed to their classes entry point.</p> <p>K-2 Parents will park in the front parking lot and may walk their students up the hill. They are to drop their students off outside of the classroom.</p> <p>3-8 Parents will park in the front parking lot. Students will be directed to walk around the building to assigned entrances in the back. 3-5 will take the south side sidewalk, MS will go along the parking lot on the North side.</p> <p>We will have a wireless door bell to alert the office staff that there is an individual needing them. The office staff will then assist in the student pick up or drop off of any students.</p> <p><b>Screening:</b></p> <p>Teachers will visually screen students as they enter the building looking for symptoms consistent with Covid-19.</p> <p><b>Hand washing:</b></p> <p>Teachers and staff will provide hand sanitizer while doing the visual screen as students enter the building.</p> <p><b>Social Distancing:</b></p> <p>Students arrive in a staggered manner via parents or busses. We will also use signage and staff reminders.</p> <p><b>Contact Tracking Logs:</b></p>



	<p>Each teacher will have a hard copy and binder of contact log for their class(es).</p> <p>Small groups (speech, resource room, reading groups, etc) will have contact logs in a binder that the supervising staff member will be responsible for.</p> <p>Each classroom will have a guest sign up sheet at the door, when a person outside of the cohort enters the room.</p>
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## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</p> <p><input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p><input type="checkbox"/> <b>Handwashing:</b> Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p><b>Seating:</b></p> <p>Rearrange student desks and tables, striving for 6’ apart. Assign seating so students are in the same seat at all times. A rectangular or square array will be utilized to safely accommodate the maximum number of students, per space.</p> <p><b>Materials:</b></p> <p>Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</p> <p><b>Handwashing:</b></p> <p>Post age appropriate signage and provide regular reminders for hand washing. Follow the signs posted for handwashing protocols and respiratory etiquette.</p> <p><b>Furniture:</b></p> <p>All upholstered furniture and soft seating has been removed. If not possible to remove, then washable or replaceable coverings must be used.</p> <p><b>Traffic Flow:</b></p> <p>Wherever possible use visual aids (e.g., painters tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</p> <p><b>Environment:</b></p> <p>When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom may hold classes outside when possible and encourage students to spread out.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</p> <p><input type="checkbox"/> Students must wash hands before and after using playground equipment.</p>	<p>Playground and play structure public usage will follow current OHA and ODE guidelines, including sanitation procedures.</p> <p>Classes may use the playground for recess on a staggered schedule throughout the day. Recess activities will be planned to support physical distancing and maintain stable cohorts. Cleaning requirements must be</p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<p>maintained. Students will wash or sanitize hands before and after using play equipment. During the initial onsite learning K will be in one area marked off and 1<sup>st</sup> Grade in a separate area. Each grade will have a separate tote for their play equipment. After K/1 recess Grades 2-3 will go to their separate recess area using their equipment from the tote provided for their grade. Staff supervising recess will sanitize the equipment.</p> <p>The recess area will be sectioned off and rotated between grades (grade bands). it will be sanitized each day following afternoon recess. Some of the sections include: small place structure, swings, large play structure, basketball court, breezeway, kickball and fields.</p> <p>Teachers and staff will use signage to designate which grades have access daily and teach the predetermined social-distancing recess guidelines.</p>
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### 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<p>All students must wash hands prior to and after meals Students will not share utensils or other items during meals.</p> <p>Tables/desks will be cleaned prior to meals being consumed.</p> <p>K-2 Cafeteria on a staggered schedule with each grade level having an assigned set of tables. 3-5 Community Center with each grade level having an assigned set of tables 6-8 Community Center with each grade level having an assigned set of tables</p> <p>6-8 will eat lunch first, then the tables will be sanitized before 3-5 is brought in for their lunch time by staff supervising the lunch room.</p> <p>Tables and chairs will be arranged to strive for social-distancing</p> <p>Breakfast: will be in the classroom, using a cooler. Select student(s) will collect breakfasts from the cafeteria. These will be delivered to and consumed in the classroom.</p>

### 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> </ul> </li> </ul> </li> </ul>	<p>First Student transportation, who provides our student transportation services, has been fully included in our transportation and sanitation plans.</p> <p>Buses will be cleaned and disinfected after each run.</p> <p>Drivers will visually screen students and will have face coverings available for those who exhibit symptoms. The buses all have a designated area that keeps such students at least 6 feet from other students.</p> <p>School staff will be notified of any student who displays onset of symptoms either when students are on the way to school or on the way home from school.</p>

<ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<p>Families will be consulted to appropriately provide service to all students.</p> <p>Drivers will wear face shields or coverings.</p> <p>Families will be kept informed of any changes in busing services or increased route times.</p>
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**2j. CLEANING, DISINFECTION, AND VENTILATION**

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

**2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<p>Nurse will be the primary consultant in supporting development of this plan.</p> <p>Designated staff will implement the plan.</p> <p>A plan for maintaining health services for all students will be implemented.</p>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</li> </ul>	<p>Coordinate Communication with the Local Public Health Authority.</p> <p>If the region impacted is in Douglas County, the Health Authority will provide school-centered communication and will potentially host conference calls.</p> <p>When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district.</p> <p>Establish a specific emergency response framework with key stakeholders.</p>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> <li><input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<p>Identify baseline absentee rates to determine if rates have increased by 20% or more.</p> <p>Temporarily dismiss students attending childcare facilities, K-12 schools.</p> <p>Modify, postpone, or cancel large school events as coordinated with LPHA.</p> <p>Work with LPHA to establish timely communication with staff and families.</p> <p>When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the county nurse on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.</p>

### 3c. RECOVERY AND REENTRY

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

*This section does not apply to private schools.*

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



### 4. Equity



### 5. Instruction



### 6. Family and Community Engagement



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



### 8. Staffing and Personnel

## Assurance Compliance and Timeline

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

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