



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Joseph Conger Elementary School

Updated 8/17/2020

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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Klamath Falls City Schools Joseph Conger Elementary School
Key Contact Person for this Plan	Julie Bainbridge, Conger Principal
Phone Number of this Person	541-883-4772
Email Address of this Person	bainbridgej@kfalls.k12.or.us
Sectors and position titles of those who informed the plan	Dr. Paul Hillyer, KFCS Superintendent Daymond Monteith, KFCS Director of Operations Heidi Shultz, KFCS Director of Special Education Gerard Collins, KFCS Federal Programs Director Wendy Niskanen RN, KFCS School Nurse Julie Bainbridge, Conger Principal Ken Hendrick, Conger Head Custodian Scott Olsen, Conger Dean of Students D’Ana Golden, Conger Secretary Kendra Fields, RTI Lead Teacher Michelle Distefano, Special Education Teacher Kasey Bird, Kindergarten Teacher

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.

	Dakota Davis, 5th Grade Teacher
Local public health office(s) or officers(s)	Klamath County Public Health Department Jessica Dale, Kellie Hanson, Jennifer Little
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Scott Olsen, Conger Dean of Students
Intended Effective Dates for this Plan	Fall 2020
ESD Region	SOESD

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.

1. Families were polled multiple times.
2. A School Re-entry Planning Committee including some community partners was convened.
3. School District reached out to local partners for input.

4. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

5. 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).
6. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Though Klamath Falls City School District has planned for hybrid learning, the public health metrics prevent the district from proceeding with in person instruction. Therefore, the district will begin the year with 6 weeks of comprehensive distance learning. Watching metrics closely, the district will consider in person instruction for exceptional populations when the metrics permit and it is in the best interest of the students. At the end of September, the district will consider which model to employ beyond October 16th.

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.

We have revised our initial planning to include Comprehensive Distance Learning (CDL). We are confident our CDL plan will meet the academic conditions, operational conditions, student/family support and digital learning needs for all learners.

Reliable internet access for all students (Section 5B) is a priority. We have and will continue to identify and support families in need of a mobile hotspot. In our most remote areas where a hotspot may not work, our district will work with those families to bring students with limited or no internet access into buildings under Limited In-Person Instruction guidelines and/or provide indoor community locations for students to receive daily instruction. In addition, ongoing regular contact with families by staff will ensure student and family support.

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.

Klamath Falls City School District administration will closely monitor community public health metrics. Comprehensive Distance Learning will commence on 9/8/20. Should metrics become consistent with in person instruction of exception populations, that option will be explored. The KFSD School Board will convene on 9/14/20 to continue discussion on the in person instruction of exception groups and the plan for the second 6 week segment of the school year.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input 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 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 type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <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. <input type="checkbox"/> Required components of individual daily student/cohort logs include: <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 <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> Process to ensure that 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. <input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicable Disease Management Plan with COVID specific guidance will include: <ul style="list-style-type: none"> • Protocol for daily symptom check to be done at home to determine if a student should attend school. • Protocol for entry screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). • Protocol to screen for health room symptom screening. • Protocol to isolate any ill or exposed persons from physical contact with others. • An Isolation Room has been established near the front entrance of the school. This room will be equipped with a negative air flow (window fan), sick bed, vinyl privacy curtain, cleaning and PPE supplies with access to a private restroom. • System for maintaining daily logs for symptom surveillance. • System for cohort tracking of itinerant staff • 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. • 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 type="checkbox"/> Scott Olsen, Conger Dean of Students, will be the Building level Social Distancing Coordinator - To establish, implement, and enforce physical distancing requirements. An additional staff member will be designated as a back-up Building level Social Distancing Coordinator <input type="checkbox"/> MOU in place with Klamath County Public Health which establishes a communicable disease school communication protocol, including: <ul style="list-style-type: none"> • Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the KCPH as needed. • Protocol to cooperate with the KCPH recommendations and provide all logs and information in a timely manner. • Procedures for notifying KCPH of confirmed COVID cases, • Process to report to KCPH any cluster of any illness among staff or students. • Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). • Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). • Process to ensure that the school reports to and consults with the KCPH regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input type="checkbox"/> Comprehensive plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. (Refer to 2J). This will be established at the district level first. This plan will then be refined to meet the unique needs of the Conger facility. The principal and head custodian will meet weekly to discuss ongoing needs and updated protocols. <ul style="list-style-type: none"> In collaboration with KFCS head of maintenance, custodians and admin (communicate to staff). <ul style="list-style-type: none"> • Staff will comprehensively clean and disinfect classroom spaces between cohorts, including furniture and classroom tools • Custodial staff comprehensively clean and disinfect common areas between cohorts. • Custodial staff will use disinfectant fogger as directed by the head of maintenance. • Custodial staff comprehensively clean and disinfect common areas after the last cohort of each day.

- District maintenance and Health professionals to develop a cleaning checklist for classroom teachers to utilize to ensure all areas are disinfected
 - Trainings for staff to implement sections 1-3 of the **Ready Schools, Safe Learners** plan will be delivered before the start of the school year. This will be established at the district level first. This plan will then be refined to meet the unique needs of the Conger staff.
 - Create a [communication map tool](#)
 - The Klamath Falls City School District also follows School Board **District Policies**
- [Communicable Disease GBEB](#)
[Infection Control JHCCC/EBEAA/GBEBC](#)
[Student Health Services JHC](#)
[Bloodborne Pathogens GBEBAA/JHCCBA/EBBAB](#)
 Emergency Procedures and Disaster Plan EBC/EBCA
 Communicable Diseases JHCC/GBEB-AR

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input 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 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. 	<p><input type="checkbox"/> All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p><input type="checkbox"/> Students</p> <ul style="list-style-type: none"> ● School nurses will provide case management/care planning for students with chronic medical conditions which could repeat with symptoms of covid (Asthmatics: Coughing, Crohns/IBS/Lactose intolerance:diarrhea, Allergies:runny nose) to ensure they are not excluded unnecessarily and disproportionately. ● School nurses will coordinate with families/LPHA/Medical providers to determine return to school status and current needs of each student. The school nurse will coordinate Conger’s 504 Coordinator and Special Education Teachers as needed. ● All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with bi-weekly check-ins. ● Students who experience disability will continue to receive specially designed instruction. ● Students with language services will continue to receive English Language Development. <p><input type="checkbox"/> Visitors/Volunteers</p> <ul style="list-style-type: none"> ● 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 (including DHS, law enforcement, and delivery personnel). ● Visitors to the school will use the entry buzzer system. Visitor’s questions will be answered via the intercom system and families will wait outside of the building for their child if they are at Conger to pick up their child. Parents and visitors will not be in the building. ● Essential visitors to the school will be required to wear masks and wash hands or use hand sanitizer immediately upon entry to the school. Essential visitors will also be visually screened for illness. ● All school activities involving families and visitors will occur virtually. ● All deliveries from USPS, UPS, etc will be dropped inside the front doors and Office notified via intercom that delivery has been made.

- Refer to updated state and national guidance and resources such as:
 - 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.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Building Plan <ul style="list-style-type: none"> ● All classrooms/teaching spaces (including communal spaces, if they are used) will be evaluated to determine how many people can be accommodated allowing 35 square feet of usable space. Signage stating room capacity will be visible outside the entrance to all locations. Teachers will be provided with guidelines for classroom set up. ● Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. ● Non-essential furniture will be removed to allow seating capacity for only the allowable number of people in each classroom. ● Assign seating to maximize physical distancing and minimize physical interaction. Label individual work spaces and chairs. ● Remove fabric-covered furniture and fabric curtains. ● Where people will need to be in line, use floor markings to demonstrate where people should stand. ● Mark travel lanes in hallways (see 2d). ● The Dean of Students will monitor compliance (through re-teaching, not discipline) with social distancing and support the process of maintaining contact-tracing logs. The Building Planning Team will determine teaching and re-teaching curriculum as a resource for all Conger staff. ● The cafeteria will not be used by students. The cafeteria will be used as an adult only staff room with social distancing guidelines and staggered break schedules determined. The playground will not be used by students. A temporary barrier will be installed to discourage playground use as students enter the building. The gym will be used to store all non-essential furniture. ● A School wide Entry and Exit Plan will be established and communicated to all staff, students and parents. This will include the screening and physical distancing processes will be established. ● The school year will begin with an AM/PM COHORT Model <ul style="list-style-type: none"> ○ AM: 8:00-11:00 and PM 1:00-4:00 ○ Each classroom will be a cohort which will be tracked with attendance through Tyler SIS and a digital itinerant staff log. ● Each class will be split into groups to support physical distancing, as classroom space allows, with one teacher per class responsible for overall instruction for all groups in that class. ● Music: Schedule rotations into classrooms for music instruction. Music education will be offered, but choir and band will not be available. Curriculum will be designed according to CDC guidelines in order to reduce droplet spread. ● PE Instruction: During AM/PM Hybrid Schedule PE will not be offered at school. Teachers will receive guidance on how to safely monitor movement breaks in the classroom.

- Special education services:**
 - Follow overall recommendations.
 - SpEd instruction will be planned and provided by Case Manager in collaboration with the Director of Special Services and building principals.
 - Itinerant Speech/Language Pathologist: one space designated for speech and language cohort groups. SLP provided face-shield or plexiglass partition.
 - Review other 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.
- Transportation:**
 - Bus transportation (see 2i)
 - Walking transportation: encourage social distancing while walking to school

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<ul style="list-style-type: none"> <input type="checkbox"/> COHORTS: Below are the identified stable cohorts to ensure capability for contact-tracing. <ol style="list-style-type: none"> 1) Transportation Cohort <ul style="list-style-type: none"> ● This is a stable group of students on the bus each day. ● Updated contact-tracing logs are required for each run of a route. 2) Elementary Classroom Cohorts <ul style="list-style-type: none"> ● These grade-level homeroom cohorts are maintained throughout the instruction day. (AM/PM Model) ● Itinerant teachers will rotate (Music, ELD, Sped). ● The contact tracing log will reflect the inclusion of special education students and itinerant staff. 3) Speech and Language and ELL Cohorts <ul style="list-style-type: none"> ● This stable group is maintained as much as possible. ● In the event the stable cohort is changed, the SLP will need to update the contact-tracing log. 4) Special Education services <ul style="list-style-type: none"> ● Self contained classroom stable group will be maintained. ● General Education inclusion will require individual contact-tracing logs for each student. <ul style="list-style-type: none"> <input type="checkbox"/> Building Practices: <ol style="list-style-type: none"> 1) Contract tracing logs maintained. 2) Implement cleaning plan between cohorts. 3) Maintain NPI's between cohorts.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <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"> ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> <input type="checkbox"/> COVID Response Coordinator, in collaboration with the LPHA when appropriate, will develop the following: <ol style="list-style-type: none"> 1) Communication to staff, students and families about the infection control measures being implemented to prevent spread of disease (see Comprehensive Communicable Disease Plan) <ol style="list-style-type: none"> a. 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. 2) Protocols for communicating as per "Planning and Responding to COVID-19 Scenarios in Schools." <ol style="list-style-type: none"> a. With anyone who is symptomatic or has come into close/sustained contact with a confirmed case or b. When a new case has been confirmed and how the district is responding. 3) Systems for symptom surveillance to communicate with LPHA about the status of disease in the school building.

- 4) Algorithms for
 - a. [Family decisions about sending students to school.](#)
 - b. [Daily self-screening by staff](#)
 - c. [Entrance screening](#) by non-medical staff of students upon arrival to school.
 - d. [Screening of symptomatic students in the health room.](#)
 - e. [Isolation and exclusion](#) decisions on students sent to the health room
 - f. Communication with the LPHA related to an outbreak.
- 5) Communication to the community about outbreak management as per [“Planning and Responding to COVID-19 Scenarios in Schools.”](#)
 - a. School closure and re-opening

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • 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 OHA/ODE Communicable Disease Guidance. • 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 <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. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <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. See table “Planning for COVID-19 Scenarios in Schools.” <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. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Screening Students: <ul style="list-style-type: none"> • Arrival and drop-off times (include specific times) will be staggered by location and cohort. <ul style="list-style-type: none"> ○ Monday-Friday <ul style="list-style-type: none"> ■ 8:00-11:00 cohort 1 ■ 1:00-4:00 cohort 2 • Students will utilize outside entrances. Each student will be assigned an entrance point based on an Entry and Exit map developed by the building team. • Staff will be present at each entrance and use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms. • For students who arrive late, the secretary or health aid will use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms. • When the screening indicates that a student may be symptomatic, the student will be directed to the health room for further screening. *Follow established protocol from CDP (see section 1a). • Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Students will wash/sanitize their hands prior to student entrance to classes (see 2e). • There are transportation specific passive screening protocols that must be followed. (See section 2i) <input type="checkbox"/> Staff Self-Screening: <ul style="list-style-type: none"> • Staff are required to report when they may have been exposed to COVID-19. • 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. • Nursing will recommend that ill staff or family members seek COVID testing. <input type="checkbox"/> Ongoing: <ul style="list-style-type: none"> • Guidelines for return to school after illness can be found in “Planning for COVID-19 Scenarios in Schools.” • Parents will be reminded (through weekly communication: videos, letters and on school voicemail messages) to report actual symptoms, including temperature #'s when available, when reporting student absences as part of communicable disease surveillance. • Secretaries/Health Aides will document those comments on the COVID Symptom Monitoring spreadsheet. • COVID Response Coordinator and Building Nurse will be notified when a positive COVID test is reported. • 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 with KCHD

permission after symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <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. <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	<input type="checkbox"/> 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 (including DHS, law enforcement, and delivery personnel). <ul style="list-style-type: none"> ● Visitors to the school will be notified via signage that only one visitor is allowed in the vestibule at a time. Visitor's questions will be answered by office staff and families will wait outside of the building for their child if they are at Conger to pick up their child. Parents and visitors will not be allowed in the building beyond the vestibule. ● Essential visitors to the school will be required to wear masks and wash hands or use hand sanitizer immediately upon entry to the school. Essential visitors will also be visually screened for illness. ● All school activities involving families and visitors will occur virtually. ● Schools will communicate this to families verbally and in written form. ● All deliveries, USPS, UPS, FedEx, etc. will be left outside the building in designated areas. No in person contact will be necessary unless a signature is required.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices. Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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. <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. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. Protections under the ADA or IDEA <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's	<input type="checkbox"/> Buildings will follow all aspects of the required face covering/face shields/clear plastic barriers guidance. <ul style="list-style-type: none"> ● All adults will wear a face covering; Individuals may remove their face coverings while working alone in private offices. ● All students* in grades Kindergarten and up will wear face coverings. <input type="checkbox"/> Plans will be in place to supportively, consistently manage the situation if a student removes a face covering or demonstrates a need to remove the face covering for a short-period of time. These could include <ul style="list-style-type: none"> ■ Provide additional instructional supports to effectively wear a face covering. ■ Provide a space away for the student to take a brief sensory break. ■ Provide adequate support to re-engage in safely wearing a face covering. <input type="checkbox"/> Additional instruction will be provided to staff and students to effectively, safely wear a face covering. <input type="checkbox"/> School RN's, health aides, or other medical personnel will wear medical grade masks when providing direct contact care and monitoring of staff/students displaying symptoms. They should also wear appropriate Personal Protective Equipment (PPE) for their role. First, try to non-judgmentally support compliance, as this is the safest option. <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should <u>limit the student's proximity to students and staff</u> to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> ● Offering different types of face coverings that may meet the needs of a student (there may be a role for face shields if face coverings are impossible)

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 should 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.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Placement determinations cannot be made due solely to the inability to wear a face covering.
 3. Plans should include updates to accommodations and modifications to support students.
 - Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

- Spacing student away from peers if/while the face covering is removed (students should 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;

Protections under the ADA or IDEA

If a student cannot/will not comply:

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.

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:

- Review the 504/IEP to ensure access to instruction in a manner comparable to what was original established in the student's plan including on-site instruction with accommodations or adjustments.
- Placement determinations cannot be made due solely to the inability to wear a face covering.
- Plans should include updates to accommodations and modifications to support students.

For students who **abstain** from wearing a face covering, or students whose families determine the student will not wear a face covering, and team determines that the disability is not prohibiting the student from meeting the requirement the school or district must:

- Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
- 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.
- Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

For students **not currently served under an IEP or 504**, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

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

*Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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. <input 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. <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 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. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • 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. • After removing PPE, hands should 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 should 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. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). <input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<ul style="list-style-type: none"> <input type="checkbox"/> Each individual building has identified an isolation space. Individual building plans will specify the location of their specific isolation space. <input type="checkbox"/> Schools will follow established health room screening and Isolation Room Procedure. <input type="checkbox"/> Each school principal (or designee) will connect weekly with the COVID Response Coordinator and Building Nurse on updates for plan and isolation measures taken to that point. <input type="checkbox"/> Conger's designated isolation space is located right inside the front door of the school. Windows and a window fan will provide negative air flow and a curtain will be provided for privacy. The capacity of the room is 99 square feet with a 2 person capacity. <input type="checkbox"/> 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. <input type="checkbox"/> Student will be provided a facial covering (if they can safely wear one). <input type="checkbox"/> Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended. <input type="checkbox"/> While exercising caution to maintain 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. <input type="checkbox"/> Isolation space should not create a stigma. <input type="checkbox"/> Isolation space should have a negative air flow. <input type="checkbox"/> Staff will maintain student confidentiality as appropriate. <input type="checkbox"/> Daily logs must be maintained containing the following: <ul style="list-style-type: none"> ○ Name of students sent home for illness, cause of illness, time of onset; and ○ Name of students visiting the office for illness symptoms, even if not sent home. <input type="checkbox"/> Decisions about the return to school by staff and students with illness or exposure to positive or presumptive COVID will be guided by the table in "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> Sick students will not be transported in personal staff vehicles.



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"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <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. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> All students will be enrolled following the Oregon Department of Education guidelines. <input type="checkbox"/> No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 14 days

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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 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 type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance will be taken twice per week following ODE guidance. <input type="checkbox"/> Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. <input type="checkbox"/> Secretaries will notify the principal and the COVID Response Coordinator when the absence rate has increased by 15 % or more. <input type="checkbox"/> The principal will report this increase to the RN. <input type="checkbox"/> Health Aide/Secretary will use the COVID Symptom Monitoring spreadsheet to document students with respiratory illness.

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.

- 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.
- 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.

2c. TECHNOLOGY

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

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: 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. 	<ul style="list-style-type: none"> ● Handwashing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● Events: Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format. ● Transitions/Hallways: Hallway traffic direction marked to show travel flow Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. <ul style="list-style-type: none"> ○ Line up areas are to be marked with visual cues to indicate adequate physical distance. ● 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. ● Restrooms: Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 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. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will have staggered drop-off and pick-up times by cohort and grade level (Individual building plans will outline specific details) <ul style="list-style-type: none"> ○ For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. <input type="checkbox"/> Cohort tracking for students who arrive late or leave early will be done through the attendance system at the front office. <input type="checkbox"/> Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. <input type="checkbox"/> Share with families the need to keep drop-off/pick-up interactions as brief as possible. <ul style="list-style-type: none"> ○ Parents stay in cars ○ For early pick-up parents call office and secretaries sign student out electronically <input type="checkbox"/> Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot <input type="checkbox"/> Students who arrive to school late will check in at the office, receive their meal, be visually screened by the office staff, and walk directly to their assigned classroom. Someone from the office will notify the child's teacher to let them know they have been cleared to come to class.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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 should be disposed of in a garbage can, then hands washed or sanitized immediately. <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: Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● 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 frequently. Hand sanitizer and tissues will be available for use by students and staff. Teachers will develop systems where materials will not be shared between cohort groups. Materials will be cleaned and disinfected between cohort groups ● Handwashing: Post age appropriate signage and provide regular reminders for hand washing. ● Furniture: All upholstered furniture and soft seating has been removed from the school building. ● Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongings. Restroom passes will only be disposable. Permanent hall passes and restroom passes will not be allowed. ● Seating: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● Environment: Each classroom will be ventilated as much as possible with negative air flow provided through window fans facing outside.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 Specific Guidance for Outdoor Recreation Organizations). <input 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Playground(s) will remain closed for public and student use during implementation of AM/PM Hybrid Model. The school will post adequate signs sharing this information with the public. <ul style="list-style-type: none"> ● After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ● Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.

- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.

- Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.).
- If students use any common equipment such as balls or jump ropes, students must wash hands before and after using equipment.
- Cleaning requirements must be maintained; refer to section 3j.
- Recess activities will be planned to support physical distancing and maintain stable cohorts. Playground equipment will not be used during implementation of the AM/PM Hybrid Model.
- 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.
- If we are on half day schedules there will be no scheduled recess. However the above guidelines will still be followed for non scheduled breaks that teachers may provide as they see fit
- Staff rooms, common staff lunch areas, elevators, and work spaces will be limited to single usage at a time.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input 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 type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff serving meals will wear face coverings. <input type="checkbox"/> Students will pick up first meal in the cafeteria on their to the classroom. <input type="checkbox"/> All meals will be eaten in the classroom. <input type="checkbox"/> All students must wash hands prior to meals and should be encouraged to do so after eating. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. <input type="checkbox"/> Students will not share utensils or other items during meals. <input type="checkbox"/> Each table/desk will be cleaned prior to meals being consumed. <input type="checkbox"/> Care will be taken to maintain the safety of students with life-threatening food allergies when food is consumed in the classroom. <input type="checkbox"/> Students will be given meals for those days/hours when they are not scheduled to be in buildings. <input type="checkbox"/> Meal distribution schedule to come. <input type="checkbox"/> Meal items will be cleaned daily. <input type="checkbox"/> Students who are late to school will have their meal provided to them when they check in to the office.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <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 Ready Schools, Safe Learners guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should 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 shield or 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 should be seated in the first row of the bus during transportation, and multiple windows 	<ul style="list-style-type: none"> <input type="checkbox"/> Each bus driver will be required to: <ul style="list-style-type: none"> ○ Passively, visually screen students for illness ○ Maintain attendance logs for contact-tracing <input type="checkbox"/> Each bus will have: <ul style="list-style-type: none"> ○ One student per seat when possible with the exception of same household and or siblings ○ Six (6) feet of physical distance between the driver and passengers when possible (except during boarding and in assisting those with mobility devices or students with other special needs) ○ Visual cues (decals, colored tape or signs) to direct students where and or where not to sit, stand or walk ○ An area available when needed including a first row seat for symptomatic students.

- should be opened to allow for fresh air circulation, if feasible.
- The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
- If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Drivers wear face shields or face coverings when not actively driving and operating the bus.
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.

- Buses will be cleaned and sanitized between cohort routes with attention to frequently touched surfaces.
- The School District will 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.
- The School District will 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).
- Drivers will wear face shields or face coverings when not actively driving and operating the bus.
- All students in grades kindergarten and up will be required to wear face coverings as stipulated in guidance (see 1h)

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. <input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do not 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and 	<ul style="list-style-type: none"> ● 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. ● Ventilation systems will be checked and maintained monthly by maintenance staff. ● Cleaning and disinfection protocols will be followed as laid out in the Comprehensive Cleaning Plan (created by the district maintenance and nursing departments).

[American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<ul style="list-style-type: none"> • Nurse primary in supporting the development of this plan. • Designated staff can implement plan. • A plan for maintaining health services for all students

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • 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 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. 	N/A

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. 	<input type="checkbox"/> Statutory requirements for drills remain in place with several stipulations from guidance. Building administrators will be provided with materials and training to ensure that drills are carried out appropriately.

<ul style="list-style-type: none"> ● 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. <p><input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should 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.</p> <p><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p><input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <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. 	<p><input type="checkbox"/> Educators will comply with these requirements using the components of Collaborative Problem Solving (or a similar framework) in a trauma informed manner to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input type="checkbox"/> Materials and training will support implementation of this planning.</p>

- 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.
 - If students leave the classroom:
 - 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.
 - *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:
 - 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.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- 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.

Protective Physical Intervention

- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

<ul style="list-style-type: none"> <input type="checkbox"/> Review the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<ul style="list-style-type: none"> ● Put MOU in place to coordinate communication with the Klamath County Public Health. ● Klamath County Public Health Department will provide school-centered communication and will potentially host conference calls. ● Designate a COVID Response Coordinator to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them. ● When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 15% or more. ● Coordinate Outbreak response process with Klamath County Public Health Dept. Actions could include: <ul style="list-style-type: none"> ○ Temporarily dismiss students attending childcare facilities, K12 schools. ○ Modify, postpone, or cancel large school events as coordinated with LHD. ○ Establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. ● Establish a specific emergency response framework with key stakeholders. ● If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes
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3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. 	<ul style="list-style-type: none"> ● Follow the Communicable Disease School Communication Guide and Planning for COVID-19 Scenarios in Schools ● Identify baseline absentee rates to determine if the rates have increased by 15%. ● Temporarily dismiss students attending childcare facilities and k12 schools. ● Modify, postpone, or cancel large school events as coordinated with LPHA. ● Work with LPHA to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse on the diagnosed case. Likewise the LPHA will impose restrictions on contacts

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> ● If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes. ● Plan instructional models that support all learners in comprehensive distance learning. ● Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms and playgrounds.



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

Principles in Action

Principles in Action Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

Required

- Review and apply the school’s equity stance, principles, and/or commitment.
- Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.



5. Instruction

- Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23206 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).

☑ For students not attending in-person through the On-Site Instructional Model, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.

- Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or offsite, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.
- Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
- Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

☑ Communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students.

☑ For students not attending in-person through the On-Site instructional model, provide designated educator icate when each teacher will be accessible (online or via telephone) for consultation.

☑ For students not attending in person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

On-Site Instructional Model:

All students have access to in-person instruction in accordance with public health requirements. This model would be closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-covid models of delivery while meeting instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a Hybrid model.

Required

☑ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).

☑ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). Version Checkboxes () indicate requirements; arrows () indicate recommendations. Page 2.7.2 47

☑ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Hybrid Models:

In a Hybrid instructional model, some instruction is in-person and some instruction is provided off-site, in order to honor student and staff safety while meeting instructional hours requirements. Hybrid instructional models must include plans for all sections of Comprehensive Distance Learning. Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models require prioritization of on-site learning activities and supports, and/or which content is taught on-site. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. An OnSite instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. While complex and varied, Hybrid instructional models allow for great creativity and flexibility. Additional information will be provided on Hybrid models for schools without digital access in the August 2020 update.

A preview of additional requirements for the Hybrid Instructional Model, which will be released with the August 11 iteration, has been developed to support school and district planning at this time.

Required

- ☑ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☑ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- ☑ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Comprehensive Distance Learning Model:

Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive Distance Learning is used for this guidance. ODE's Comprehensive Distance Learning guidance provides additional considerations for schools when planning for distance learning. Each school choosing to operate only through Comprehensive Distance Learning must indicate the reason for this decision.

Required.

- ☑ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☑ Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services in a synchronous manner. See the Comprehensive Distance Learning Requirement Overview for a full list of requirements for CDL.

Short-Term Distance Learning

The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact a classroom, a section of a school, a school, or an entire district.

Instructional Considerations It is critical to focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement, and agency.

Curriculum and Instruction

Required

- ☑ Prioritize the most essential academic content standards in each content area.
- ☑ Provide access to a well-rounded education.
- ☑ Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment practices to grow student’s ability for independent learning.
- ☑ Incorporate time for check-ins (Social Emotional Learning) and peer interactions; develop classroom culture.

Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only

Required

- ☑ Develop and implement an equitable grading policy.
- ☑ Progress monitor student learning, especially for younger students.
- ☑ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- ☑ Regularly report progress to students and families, in alignment with Division 22 requirements.
- ☑ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

Safeguarding Student Opportunity Clause

Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The Safeguarding Student Opportunity Clause attempts to mitigate negative impact to students’ learning pathway or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic.

Required

- ☑ Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.
- ☑ Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes Version Checkboxes (☑) indicate requirements; arrows (☑) indicate recommendations. Page 2.7.2 56 progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities.
- ☑ Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019- 20 school year).
- ☑ Develop a Credit-Earning Assurance Plan with students and families by the end of September 2020, for any student who has received “incomplete(s)” (or local equivalent) during the final term of 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.
- ☑ Hold students who received “incomplete(s)” (or local equivalent) during the final term of 2019-20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.

Instructional and Extra-Curricular Activities Requiring Additional Considerations

Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, physical education and driver's education). As such, these activities may require modification or specific health and safety protocols to protect staff and students.

Required

- ☑ For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made. See program specific requirements and recommendations in the links below. Version Checkboxes (☑) indicate requirements; arrows (☞) indicate recommendations. Page 2.7.2 57
- ☑ Schools must adhere to the most recent iteration of physical distancing and face covering requirements while administering courses and programs with special considerations.
- ☑ Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.



6. Family, Community, Engagement

Partnership in Planning

Ongoing engagement among students, families and communities is critical to planning for a successful school year. Schools should consider the cultural and linguistic assets held within their communities when partnering with students and families in designing Operational Blueprints. In the planning process, schools have the opportunity to cultivate relationships with the families, tribal and community organizations, and the early learning and child care providers who supported student learning and development during school closure. These groups and individuals have been closest to our students during the closure, and are best positioned to help schools identify drivers for a successful school plan.

Required

- ☑ All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations.
 - IN GENERAL. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency's submission of a prior plan or to affected local educational entities application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)
- ☑ Include early learning programs and child care providers in the planning process. Schools with preschool classrooms will include plans for these classrooms in the school Operational Blueprint. Additional considerations specific to early learning environments is forthcoming.

Communication

Required

- ☑ Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet).
- ☑ Communicate the Operational Blueprint for Reentry and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
 - Post to school and district website, or ESD website if there is no school or district website.

- Send notification to all families before the start of school.
- Share with co-located early learning partners.



7. Mental, Social, and Emotional Health

Planning Required

☑ Mobilize crisis response team to address mental, social and emotional health including suicide, grief and trauma, child abuse, substance use, and youth trafficking within the current context; familiarize staff with Lines for Life remote suicide risk assessment and safety planning services for schools (503- 575-3760), and OHA’s TelehealthTips for Clients with Suicide Risk

Resources and Strategies

Recognize and acknowledge the stress and trauma that students, families, and staff have experienced and may continue to feel during the school year; normalize their experience and prioritize time to process.

Required

☑ Where available, make contact information or a list of contacts of school and community-based mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.



8. Staffing and Personnel

Supports Required

- ☑ Support school personnel who meet criteria for high-risk populations (see section 1b).
- ☑ Develop protocols for communicating possible COVID-19 exposure to staff.

Public Health Training Required

- ☑ Review the Operational Blueprint for Reentry with all staff.
- ☑ Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry.
 - Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements.
 - Train all staff on how to access ODE/OHA updates and review requirements.
 - Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions.
 - Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.

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
Include how/why the school is currently unable to meet them

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