OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sams Valley Elementary School
Key Contact Person for this Plan	Tammie Collom
Phone Number of this Person	541-494-6871
Email Address of this Person	tammie.collom@district6.org
Sectors and position titles of those who informed the plan	Samantha Turpin, LaClinica Counselor Angela Parker, LaClinica Nurse Windy Sigler, School Nurse Anne Leavens, Nutrition Services Director Ryan Munn, Special Education Director Samantha Steele, Superintendent Dale Giovanetti, District Maintenance First Student Transportation Jackson County Public Health Department
Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Primary Designee: Tammie Collom Secondary Designees: Jeff Saltmarsh, Custodian; Melanie Saling, Librarian
Intended Effective Dates for this Plan	February 2, 2021 thru June 2021
ESD Region	Southern Oregon

---

[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.

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.

> Sams Valley Elementary continues its efforts to support the diverse needs of our students, families, community and staff as one of the smallest and rural schools within the Central Point School District 6. With a focus on equity, the district surveyed families regarding the challenges and successes related to Distance Learning and family preferences & comfort level for in-person, hybrid and online instruction for the 2020-2021 school year. All parents were emailed the survey, a survey link added to our website and social media, and personal phone calls made to families to achieve feedback from all; including our high population of homeless, poverty, students receiving SPED and ELD services and our minority populations. This survey and additional means of communication to collect feedback included:
> - District-Wide Parent Surveys
> - Phone Calls to parents
> - Meetings with LaClinica staff
> - Emails to parents
> - Consideration of nutrition services data
> - Social Media posts
> - Communication between Teachers and Families
> - District Liaison for Spanish speaking families

3. Select which instructional model will be used:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and submit online, including updating when you are changing Instructional Model (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a).

* **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.
N/A

N/A

Sams Valley Elementary will begin Hybrid Learning on February 2, 2021, and we will follow the *Ready Schools, Safe Learners* guidance. Parents will have the option for their child to participate in CDL only, if they desire.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g).
     • OSHA has developed a risk assessment template.
 ☒ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
 ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.
     • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h).
     • OSHA has developed a sample infection control plan.
	• OSHA Risk Assessment
	
	 • **Communication Disease Management Plan:** We will follow the Central Point School District 6 Communicable Disease Management Plan, published communicable disease guidelines from ODE and Oregon Health Authority, as well as Jackson County Health Department.
	 • **Screening/Isolation:** Visual screening of all students and staff is outlined in 1e. Staff Screening Tool
	 • Potentially symptomatic students will be isolated following guidance outlined in 1h.
	 • **Contact Tracing Logs:** Logs will be kept for each cohort for 4 weeks. Communication to families will include policy to protect student information. Logs will also be kept for staff on site.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
☒ 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.
☒ 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.
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.
☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
☒ Process to report to the LPHA any cluster of any illness among staff or students.
☒ Protocol to cooperate with the LPHA recommendations.
☒ Provide all logs and information to the LPHA in a timely manner.
☒ Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
☒ Protocol to isolate any ill or exposed persons from physical contact with others.
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
☒ 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.
   • 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.
☒ Required components of individual daily student/cohort logs include:
   • 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
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
	• **Systematic Disinfection**: School spaces will be disinfected regularly as outlined in sections 2h, 2j, and 3c.
	• **Social Distancing School Designee(s):** Designees have been identified in the building to establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. These include: Primary Designee: Tammie Collom (Building Principal), Secondary Designees: Jeff Saltmarsh (Lead Custodian) & Melanie Saling (Librarian)
	• **Anonymous Sharing of concerns:** A google form has been created and shared with families to address their concerns. SVE Concern/Complaint Form
	• **Staff Training**: Training for all staff on the process and procedures of sections 1-3 has taken place virtually during August Staff In-service week, and December 4 on Professional Development day. On-going staff training will be provided as needed with updates and changes to OHA/ODE Requirements. Email protocol reminders will be sent regularly.
	• **School reporting**: School reports will go directly to Mike Meunier or David Heard who will communicate directly with Jackson County Health Department.
	• Tammie Collom, Principal, will update student counts and instructional models in the Weekly School Status system.
	• A Visible Health Symptoms protocol is posted in every classroom to help staff respond appropriately to student health symptoms.
	
	Measures to limit the spread of COVID-19:
	
	• Cleaning Protocol
	• Cohort Tracking Protocol
	• Face Covering Protocol
	• Hand Hygiene Protocol
	• Isolation Measures Protocol
	• Notifying Public Health Authority Protocol
	• Physical Distancing Protocol
	• Student and Staff Screening Protocol
	• Visitors Entering Facility Protocol

OHA/ODE Requirements	Hybrid/Onsite Plan
• See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information ☒ 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. ☒ 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. ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 Medically Fragile, Complex and Nursing-Dependent Student Requirements
 ☒ 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:
 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.
 ☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.
 ☒ 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:
 • 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.
	● **High Risk Staff Members**: Plan includes classified and teachers self-identifying.
	   ○ **Redeployed options could include:**
	     • Online instruction and support
	     • Maintenance projects, custodial work, office work without student/staff contact or assistance with nutritional services
	     • Staff could consider all leave options, including FMLA
	 ● **High Risk Students:**
	   ○ All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with regular check-ins.
	   ○ Students who experience disability will continue to receive specially designed instruction.
	   ○ Students with language services will continue to receive English Language Development.
	 ● **Visitors & Volunteers:**
	   ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.
	
	 PPE:
	 • The school nurse will regularly send out communication to student families to support medical needs and foster understanding of COVID-19 safety practices.
	 • Appropriate PPE is available to health providers.
	
	 All student plans will be reviewed and updated as needed.
	
	 Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities (March 21, 2020)

OHA/ODE Requirements	Hybrid/Onsite Plan

• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
   o 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.
   o ODE guidance updates for Special Education. Example from March 11, 2020.
   o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
   o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.
	Oregon's Extended School Closure Guidance Spring 2020
	
	OAR 581-015-2000
	
	OAR 333-019-0010

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
   • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
	• Physical Distancing Protocol
	• **Learning Spaces**:
	   o Removed extra furniture to maximize space.
	   o Assigned seating to maximize physical distancing and minimize physical interaction.
	   o Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods.
	   o Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.
	   o Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate appropriate six feet spacing, and seating areas.
	   o Time standing in lines will be minimized.
	• **Cohorts:**
	   o Cohort size will not exceed the Governor's current orders OR the capacity of the classroom space.
	• **Capacity:**
	   o Classroom rosters with capacity not exceeding 35 square feet per person.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	- Capacity signage for all school spaces will be displayed in each area/room. - Space Capacity & Distancing: ❏ K-5 Classrooms: ❏ Class Rosters with capacity not exceeding 35 square feet per person. ❏ Floor markers for spacing in classrooms. ❏ Students will have individual desk space in the general classrooms. ❏ Speech/Language Room: ❏ Capacity not exceeding 35 square feet per person. ❏ Plexiglass partition and face shield provided to SLP. ❏ Gym/Cafeteria: ❏ Classroom capacity posters based on 35 square feet per person. ❏ Floor markers for spacing. ❏ Delivered lunch to classrooms and lunch schedule rotations for students eating in gym with time to sanitize between cohorts. ❏ Cohort specific PE equipment in mesh bags. ❏ PE scheduled as a sign up with time in between so there will not be intermixing between the cohorts. ❏ Library & Computer Lab: ❏ Capacity not exceeding 35 square feet per person. ❏ Plastic/Vinyl barrier at library book check-out counter. ❏ Music Instruction: ❏ Virtual instruction and/or scheduled rotations into classrooms for instruction. ❏ Utilize simultaneous video instruction to reach other cohorts and students online ❏ Music activities will be chosen and implemented carefully with safety in mind. ❏ Special Education/Title/ELD ❏ Virtual instruction OR individual or small group instruction ❏ Plexiglass barriers utilized **Physical Distancing**:

OHA/ODE Requirements	Hybrid/Onsite Plan
	o [Physical Distancing Protocol](#) o Signage will be utilized throughout campus to encourage 6 feet physical distancing. o Staggered entry/exit times will minimize standing in lines and crowding. This will be reflected in the school schedule. o Parent drop off area will be separate from the bus zone to minimize student gathering. o All students will immediately report to their classroom cohort at the beginning of the school day and will exit from that cohort space. o Specified lunch and recess times by cohort will minimize standing in lines and crowding. This will be reflected in the school schedule. o PBIS staff will be available for additional support to help and encourage students with all social distancing and safety measures. o In-person staff meetings will require physical distancing and virtual meetings will be held to the extent possible. • Sidewalks will be marked and students provided instruction of use for distancing.

<div align="center">

1d. COHORTING

</div>

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
   • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[4], unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance).
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[5], and peers.
	• **[Cohort Tracking Protocol](#)**
	
	• **Tracking attendance:**
	  o Tracking attendance within cohorts will be critical to support contact tracing for both students and staff.
	  o When a student is absent, the teacher notifies the office and calls are made to the family to ensure safety.
	• **Transportation Cohort:**
	  o Stable group of students every day
	  o Stable groups can be varied by AM/PM routes
	  o Each bus driver or bus monitor will be required to maintain daily logs for the purpose of contact-tracing (see section 2e Logs for Contact Tracing).
	• **In-Building Stable Cohort:**
	  o Students will be assigned a stable cohort
	  o Students will not be part of any single cohort or part of multiple cohorts that exceed a total of 100 people within the educational week.
	  o Changes to cohorts may change week to week but will be stable within the educational week.

---

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.
	○ Classroom cohorts will be equitable including students of all genders, races, and abilities.
	○ Restrooms:
	    ❏ Each stable cohort will be assigned a specific restroom on campus based on grade level.
	    ❏ All students needing a gender- neutral bathroom will have access as needed.
	• **Surface disinfection:** Transition/disinfection times are written into the school schedule and will be maintained within all cohorts.
	• **Staff:** Most staff have been assigned to one specific cohort. Staff who are specialists and work with all grade levels will sanitize/disinfect between cohort interaction. Disinfection/Transition time has been scheduled into their work day. Specialists will utilize technology to connect with some classrooms throughout the week.
	• **Speech and Language:**
	    ○ Speech and Language students will work with the therapist either individually or in very small groups.
	    ○ Zoom meetings and individual speech therapy will be utilized where appropriate.
	• **Title I, ELD and Special Education:**
	    ○ Students receiving support beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports in person either individually or in very small groups. Zoom meeting support will also be utilized.
	    ○ Itinerant Staff traveling between buildings in district will be included on both cohort log and itinerant tracing log.
	    ○ Handwashing/sanitize between interactions of stable cohorts by all Title, SPED, ELD and Itinerant staff.
	Efforts will be made by administration when creating the school schedule to keep staff interactions between cohorts minimized to the extent possible.

<div align="center">1e. PUBLIC HEALTH COMMUNICATION AND TRAINING</div>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion.	Central Point School District 6, in conjunction with guidance from the school nurse, Oregon Health Authority, Jackson County Health Department, and LaClinica School Based Health will: • Develop communication to staff, students and families on the infection control measures being implemented

OHA/ODE Requirements	Hybrid/Onsite Plan

Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the *Ready Schools, Safe Learners* guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
☒ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  • OSHA has developed a model notification policy.
☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
☒ Provide all information in languages and formats accessible to the school community.
	to prevent spread of disease District 6 Communicable Disease Plan
	● Develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.
	● Update the communicable disease plan with communication protocols.
	● Protocols are listed on the school website
	● Training for staff is occurring regularly during PLC's and staff meetings.
	Communication will be shared with all families in their native language through print and electronically when available.
	
	● For families/individuals who have a complaint or a concern and wish to remain anonymous, they may fill out the SVE Complaint/Concern for Hybrid/CDL Learning. The submissions from this form will be reviewed weekly.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
  • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
  • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.
  • Emergency signs that require immediate medical attention:
    o Trouble breathing
    o Persistent pain or pressure in the chest
    o New confusion or inability to awaken
    o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
    o Other severe symptoms
☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
  • 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
	• **Student and Staff Screening Protocol**
	• **Staff Screening Tool**
	• **Isolation Measures Protocol**
	
	• **Student Arrival and Entry:**
	  o All classes with outside doors will utilize this entrance; the classroom monitor will conduct a visual screen for the appearance of symptoms and will use a touchless thermometer for further precaution. Students will wash their hands upon entry and prior to eating breakfast.
	  o Students in classrooms without exterior entrances will enter the building through the main hallway and head directly to their classrooms.
	  o Sanitize stations will be placed by each entry/exit door.
	  o Breakfast will be available at 2 different breakfast stations (1 in bus zone and 1 in parent drop off zone) in a bag at arrival
	    ❑ Students must wash hands or sanitize before breakfast and will eat in the classroom.
	• **Student Screening Upon Entry:**
	  o Staff will be assigned to each entry door to visually screen students and maintain a daily sign-in log documenting each student who enters for

OHA/ODE Requirements	Hybrid/Onsite Plan

possible. See table "Planning for COVID-19 Scenarios in Schools."
• Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.
☒ 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.
	the purpose of contact tracing (see section 2e Logs for Contact Tracing).
	  o When a screening indicates a student may be symptomatic, the student is directed to the office and/or quarantine location on campus. *follow established protocol from CDP (see section 1a).
	  o There are transportation specific screening protocols that must be followed. See section 2i for more information.
	• **Screening Staff:**
	• Staff are required to report when they may have been exposed to COVID-19 Staff Screening Tool
	  o Staff are to report when they have symptoms related to COVID-19
	  o Staff members are not responsible for screening other staff members for symptoms.
	• **Ongoing**:
	  o Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of break, sore throat, headache) are improving.
	  o Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.
	  o All people entering the building shall wash or sanitize hands on entry to school buildings every day
	
	• **Symptomatic Staff and Students:**
	
	  o See the COVID-19 Exclusion Summary Guide
	
	• **Existing Conditions**
	  o We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

<div align="center">1g. VISITORS/VOLUNTEERS</div>

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Restrict non-essential visitors/volunteers.
  • 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.
☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
	• **Visitors Entering Facility Protocol**
	• 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.
	• Parents must drop students off. No walk-ins will be allowed.
	• Parents needing to pick up their students from campus during the school day for reasons such as illness or appointments will be considered to be essential visitors

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the *Ready Schools, Safe Learners* guidance.	and will be required to follow visitor protocols of hand sanitation, wearing face coverings, etc.
	• Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only.
	• Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors.
	• NOTE: Rogue Valley Farm to School at elementary schools are essential to basic needs of children.
	• Essential personnel/volunteers/visitors are required to:
	   o Wash or sanitize their hands upon entry to the school buildings.
	   o Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.
	   o Wear a face covering.
	Maintain six feet of physical distance between themselves and all other people on campus to the maximum extent possible.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
• ☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
☐ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
☒ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
   • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
	● **Face Covering Protocol**
	
	• **Face Shields:**
	   o Facial shields are available to all staff and students
	   o Facial shields may be worn when a person has a medical condition that prevents them from wearing a mask or when people need to see mouth and tongue motions in order to communicate.
	● **Protective Barriers:**
	   o Protective barriers are used as an extra layer of protection.
	● **Facial Coverings (***Facial coverings are not synonymous with facemasks.*)
	   o Facial coverings are **required** and will be provided by the school for anyone needing one.
	   o Face coverings will be worn both indoors and outdoors.
	   o May be removed by staff, contractors, other service providers, visitors when working alone, in private

OHA/ODE Requirements	Hybrid/Onsite Plan
- o Students must not be left alone or unsupervised; - o Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; - Provide additional instructional supports to effectively wear a face covering; - Provide students adequate support to re-engage in safely wearing a face covering; - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. - Additional guidance for nurses and health staff. **Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: - Offering different types of face coverings and face shields that may meet the needs of the student. - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. - Additional instructional supports to effectively wear a face covering. ☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after 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 originally established in the student's plan including on-site instruction with accommodations or adjustments.	offices or when separated by more than 6 feet outside in learning spaces. - o Must be worn according to CDC guidelines - o Group or classroom mask breaks are not allowed. If a student needs a break, staff will find a safe place where the student is away from others, but monitored by an adult to take their mask off. - o If a student requires an accommodation, efforts will be made to minimize the possibility of exposure. Special Education Teacher will be responsible for creating an appropriate accommodation. **LaClinica Nurse:** The LaClinica nurse on site will follow guidance for nurses and health staff while on campus.

2. Not make placement determinations solely on the inability to wear a face covering.
3. Include updates to accommodations and modifications to support students in plans.

- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  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 shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.
   • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
   • Consider required physical arrangements to reduce risk of disease transmission.
   • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
   • Additional guidance for nurses and health staff for providing care to students with complex needs.
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
   • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
   • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
   • If able to do so safely, a symptomatic individual shall wear a face covering.
   • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."
☒ 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).
	● **Isolation Measures Protocol**
	
	● **First Aid/Medication Administration:**
	   ○ To the greatest extent possible, "well" students will access health care for routine first aid and medication administration in the nurses station in the office. Symptomatic students will not be isolated in this area.
	● **Staff Training:**
	   ○ School staff have been provided training and will continue to receive updates from the LaClinica nurse and the school nurse.
	● **Isolation of Symptomatic Staff or Students:**
	   ○ A designated primary isolation area will be used for students and staff who are symptomatic.
	   ○ Symptomatic students will remain at school until a designated adult can pick them up or safely transported to a health care facility by emergency services.
	   ○ Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.
	   ○ While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and deposition so as not to unduly worry a student or family.
	   ○ 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.
	   ○ Daily logs will be maintained and contain the following:
	     ■ Name of Student
	     ■ Symptoms
	     ■ Onset of symptoms/illness
	     ■ Time in/out of isolation area
	     ■ Name and contact information of parent guardian picking student up
	   ○ Every effort will be made to maintain student confidentiality
	● **Remain or Return to School Procedure:**
	   ○ Staff and students with known or suspected COVID-19 or displaying COVID-19 symptoms per current OHA guidance, CDC guidance or LPHA guidance, cannot remain at school and should

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.
☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.
	return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
	    ■ the passage of 14 calendar days after exposure;
	    ■ and symptoms are improving.
	● The school secretary will log all COVID absences with staff and students to track progress toward returning to school.
	● **Exposed or Symptomatic Students and Staff**
	    We will follow ODE's Exclusion Summary Chart
	● **Ongoing Communication:**
	Reminders will be sent to families through school communication to keep students home who are experiencing COVID-19 symptoms

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

☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
    • The ADM enrollment date for a student is the first day of the student's actual attendance.
    • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
    • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
    • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the
	● All students will be enrolled following the Oregon Department of Education guidelines.
	● Students and families will be given the option to enroll in online distance learning or hybrid learning
	● Hybrid learning and distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.
	● Students participating in hybrid learning will participate daily in person for a portion of the day and online learning for the other portion of the day.
	● No student will be dropped for non-attendance if they meet the following conditions:
	    ○ Are identified as vulnerable or otherwise considered to be part of a population vulnerable to infections with COVID-19
	    ○ Have COVID-19 symptoms for the past 14 days
	
	Weekly efforts will be made to engage and encourage students who are not attending until confirmation is received that the student has transferred or withdrawn from school.

OHA/ODE Requirements	Hybrid/Onsite Plan
transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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). ☐ 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). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ 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.	Attendance will be counted according to the ODE guidelines. ● Attendance will be taken daily on instructional days. ● Attendance concerns will be communicated to families by teachers, secretary and/or principal. ● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. ● Secretary will notify the principal when the school-wide absence rate has increased by 20%. ● The principal (or designee) will report this increase to the school district nurse, Windy Sigler and/or Secretary of the Superintendent, Amy Shipley. ● For students in off-site/online only learning, attendance will be taken through two-way communication daily that may include: 　○ Live video class session 　○ Assignment submission 　○ Email communication 　○ Phone or video communication

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☐ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	● **District & School Planning for Technology:** 　○ Devices will be updated and managed by D6 staff. 　○ Strive for 1:1 device and 100% connectivity at home. 　　▪ Deployment of district-provided hotspot to family unable to access other means of connectivity. 　　▪ Building/community hotspots identified and communicated to families for access. 　○ Budget for technology support and replacement costs.

OHA/ODE Requirements	Hybrid/Onsite Plan

	o Develop safety protocols for distribution, collection, replacement of technology
	   o School devices will be cleaned and sanitized between each use onsite and between school to home at check-in or check out.
	 ● **Assigning Devices to Students:**
	   o Students will be assigned a district-owned device that may be shared with up to 1 other individual student.
	   o Devices will be cleaned and sanitized between use.
	Devices will be available for student pick-up. Pick-up procedures will be communicated to all families through Parent Square.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	● **Hand Hygiene Protocol** ● **Handwashing:** o All students will have access to handwashing before breakfast/lunch is served. o Opportunities for frequent handwashing will be provided throughout the school day. o Age appropriate handwashing education and school provided hand sanitizer when handwashing is not available. ● **Equipment:** o All classroom supplies and playground equipment (to CDC standards) will be cleaned and sanitized before use by another student or cohort. o Classroom student supplies (glue stick, scissors, crayons, pencils, etc..) will be for each individual student to the extent possible with sharing of supplies restricted whenever possible. o Computer Lab equipment, Maker's Lab equipment, and library surfaces in shared common spaces will be cleaned between users. o Color coded specific PE/Recess equipment will be provided to each stable cohort group. ● **Events:** o Virtual field trips will be prioritized. Off-site field trips will be reviewed individually by the principal in consultation with the district office, Jackson County Health Department guidelines and the Oregon Health Authority. If permitted, field trips will need to meet social distancing, safety precautions and ensure proper supervision. o All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. ● **Transitions/Hallways:** o Transitions by cohorts will be staggered to reduce

OHA/ODE Requirements	Hybrid/Onsite Plan

	contact.
	  ○ At arrival and pick-up there will be adults monitoring social distancing
	● **Classroom Line Up:**
	  ○ Students will line up in cohort class keeping more than 6 feet apart from other cohort classes.
	  ○ Line up areas will be marked with visual cues to indicate adequate physical distance.
	  ○ Lining up will be limited and used only when necessary, socially distanced, and visibly marked.
	● **Personal Property**:
	  ○ Each classroom teacher will communicate which personal items can be brought into the school and what will remain in backpacks. A full list of allowable items will be communicated by the teacher (e.g., refillable water bottles, school supplies, headphones/earbuds, technology devices, books, etc.)
	  ○ If personal items are brought to school they must be labeled prior to entering school and not shared with other students.
	  ○ Lunches will remain in backpacks until lunch time at which the student will be the only one handling their lunch. When lunch is finished, the student will be asked to take it back to their backpack.
	● **Restrooms**:
	  ○ Restrooms will be assigned based on stable cohorts.
	    ■ Classroom spaces with built-in restrooms will use the individual restrooms within their designated classroom, where applicable. These classrooms, including restrooms, will be cleaned daily.
	    ■ For those classrooms that do not have a restroom, students/cohorts will be assigned a designated restroom.
	      ● Limit to 2 students in the restroom at a time.
	    ■ Any student needing a non-gender bathroom will have access to the restroom in the office area.
	  ○ Visual reminders will be used in all restrooms to encourage hygienic practices including:
	    ■ Handwashing techniques
	    ■ Covering coughs/sneezes
	    ■ Social distancing
	    ■ Facial Coverings
	
	Restrooms will be cleaned multiple times throughout the day.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. 　• 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. ☒ 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.	**Screening Students:** Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.* **Arrival** ● Each student's entry point will be the outside classroom door except for Room 14/15 students. They will access the rooms through the hallway. ● Grab and Go breakfasts will be available for all students at arrival time. ● Students will go directly to their assigned classroom after getting a breakfast at the outdoor breakfast station. ● Students will wash or sanitize their hands upon entry and prior to eating breakfast. ● Sanitation stations will be placed by each entry/exit door. ● An assigned classroom monitor will conduct a visual screen for the appearance of symptoms and take a temperature for extra precaution. 　○ Students identified as potentially symptomatic will be directed to the office and/or quarantine location. *follow plan outlined in 1a. ● Each classroom will utilize a digital sign-in/sign-out daily log to help facilitate contact tracing. ● A "soft start" to school each day will help stagger arrival times. Students will not be counted tardy until 8:00 a.m. **Sign-In/Sign-out Procedures After Arrival Times** ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance at front of school. 　○ Encourage families the need to keep drop-off/pick-up interactions as brief as possible. ● Office staff will fill in sign-in/sign-out information as provided by parent or caregiver on an electronic document. ● Hand sanitizer will be available in office area to use in conjunction with arrival/dismissal and sign-in/sign-out. ● Hand sanitizer dispensers have been placed near all entry doors and other high-traffic areas. ● Share with families the need to keep drop-off/pick-up interactions as brief as possible. **EARLY ARRIVERS:** A staff member will intercept cars as they drop off their children to let parents know parents cannot drop students off before 7:40. The staff member will supervise

OHA/ODE Requirements	Hybrid/Onsite Plan

	students to ensure physical distance and facial coverings outdoors.
	
	Dismissal
	● **Parent/Caregiver Pick up:**
	    ○ We will utilize an electronic pick up system in which families will display a number in their car which is assigned to their student(s). The number will then be displayed within ALL classrooms so students know they may proceed to the parent pick up area.
	    ○ Students picked up late from parent/caregiver will be sent to office/front of school supervised by an adult and physical distancing in place until parent arrives.
	
	● **Bus Riders:** Students will be escorted to the bus by an EA on a staggered schedule to mitigate exposure

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Seating:** Rearrange student desks and other seat spaces *s*o 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.
☒ **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.
☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
    • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	● **Seating:**
	    ○ Rearrange student desks and tables to at least six feet apart.
	    ○ Assign seating so students are in the same seat at all times.
	● **Materials:**
	    ○ Individual supplies will be utilized to the maximum extent and classrooms will limit the sharing of community supplies within their classroom cohort.
	    ○ If needed to share, these items will be cleaned frequently.
	    ○ Hand sanitizer will be available for use by students and staff.
	● **Handwashing:**
	    ○ Age appropriate signage are posted to provide regular reminders for hand washing.
	    ○ Visual reminders are used in all classrooms to encourage hygienic practices including:
	      ■ Handwashing techniques
	      ■ Covering coughs/sneezes
	      ■ Social distancing
	      ■ Facial Coverings
	    ○ Age appropriate handwashing education and school provided hand sanitizer when handwashing is not available.
	    ○ Students will wash or sanitize their hands upon entry, after restroom use and prior to eating food.
	● **Respiratory Etiquette:**

OHA/ODE Requirements	Hybrid/Onsite Plan

	○ Staff will teach, reinforce and monitor student's etiquette/practice for sneezing, coughing, conversing and other respiratory functions.
	● **Classroom Procedures:**
	  ○ All classes will use an assigned cubby or storage space for individual student belongings.
	  ○ Shared restroom/hall passes will not be used.
	● **Environment:**
	  ○ When possible, windows/doors will be open in the classroom before students arrive and after students leave.
	  ○ Teachers may utilize outdoor space for learning on a sign up basis so we can ensure there won't be cohort mixing outdoors.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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).
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance.
☒ 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 the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.
	● **Playground:**
	  ○ School playground will remain closed for public use until Jackson County Health Department and/or Oregon Health Authority have allowed for re-opening.
	  ○ Students will have access to outside areas, including playground, during planned recess times.
	  ○ Each cohort group will use their own color-coded specific playground supplies (balls, jump ropes, etc.)
	  ○ Playground equipment will not be available outside of the scheduled recess time or scheduled P.E. time for the cohort.
	  ○ Efforts will be made to support physical distancing during recess times. This can include limiting the number of students on one piece of equipment, at one game, etc.
	● **Cleaning of Playground Structures, Equipment & Restroom**
	  ○ All playground structures will be disinfected daily.
	  ○ Cohort specific playground/pe equipment will be disinfected daily.
	  ○ Restrooms will be cleaned multiple times throughout the day.
	● **Handwashing/Sanitizing:**
	  ○ Students will wash or sanitize before and after recess.
	● **Staff Breaks:**
	  ○ Staff will adhere to capacity limits with all break spaces.

OHA/ODE Requirements	Hybrid/Onsite Plan
	○ The staff room will have "stations" and staff will be required to not have more than one person at each station.
	○ Staff room and common staff areas/workspaces will be cleaned daily.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ 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. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the *Ready Schools, Safe Learners* guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☐ Adequate cleaning and disinfection of tables between meal periods. ☐ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.	● **Breakfast:** 　○ Students will pick up their breakfast from a breakfast station (1 in bus zone and 1 in parent drop off zone) 　○ Students will wash or sanitize hands prior to breakfast meal service. 　○ Students will not share utensils or other items during meals. 　○ Tables and/or desks will be cleaned at night or that morning prior to breakfast meal service. ● **Lunch:** 　○ Lunch will be served according to the staggered school schedule keeping cohort groups separated. 　○ Staff serving lunch meals and monitoring students in cafeteria will wear face coverings as described in section 1h. 　○ The spaces used for lunch will be the gym, classroom or outside space and will be determined based on school schedule and spacing needs. 　　■ Cohort rosters with capacity not exceeding 35 square feet per person in cafeteria space. 　　■ Lunch schedule rotations to minimize capacity and time to sanitize between cohorts. 　○ Students will wash or sanitize hands prior to breakfast meal service. 　○ Students will not share utensils or other items during meals. 　○ Tables and/or desks will be cleaned prior to and after lunch meal service between cohorts. ● Meals/snacks will be planned by nutritional services and served/prepared in a way that minimizes risk. (example: grab and go breakfast in a bag). **Staff Meal Times:** 　● Staff will be encouraged to eat independently. 　● Staff will have access to the staff room, but will be required to adhere to the capacity guidelines. 　　○ To the extent possible and within break time constraints, staff rooms, common staff areas, and workspaces will be single person usage at a time 　● When single person usage is not feasible, staff will maintain six feet of distance.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● A sanitation station will be placed in the staff room for use. Staff room and common staff areas/workspaces will be cleaned daily.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
☐ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
    ● If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
        o The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
        o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
    ● If arriving at school, notify staff to begin isolation measures.
        o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☐ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.
☐ 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 for all students, applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. This prevents eating while on the bus.
☐ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.
	● **Bus drivers and Monitors:**
	    ○ Bus drivers are required to use masks or facial coverings. Masks and facial shields will be provided to them at any time needed.
	    ○ Each bus driver/staff will be required to:
	        ■ Visually screen students for illness
	    ○ Follow entry and screening procedures
	        ■ Maintain logs for contact-tracing using procedures from 1a above.
	● Clean and sanitize buses between cohort routes.
	● Drivers will sanitize their hands if they are assist a student.
	
	Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	● 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 twice per day by custodial staff and regularly cleaned within the classroom by the adults within that space. ● The school schedule will reflect regular disinfecting expectations throughout the day ● Hand sanitizer/sanitation stations and disinfecting supplies will be available and placed in convenient locations to encourage, remind and provide necessary sanitation opportunities. ● Follow CDC guidelines for cleaning. ● Staff and students will be encouraged to take advantage of available outdoor space on campus for learning. ● The entire building will be sanitized daily. Ventilation systems will be checked and maintained monthly by maintenance staff. ● Air purification systems have been purchased for each classroom space, and will be managed by the classroom teacher.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students"	

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ 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).	● The school nurse, in cooperation with LaClinica School-based Health Centers, will provide consultation for teachers and other staff members to prevent the spread of the disease. ● The communicable disease plan and training will be made available to all staff, students, & families. ● The school nurse in cooperation with LaClinica School-based Health Centers will participate in designing specific plans for students as needed. ● An isolation space will be maintained and monitored for students who display COVID symptoms. ● Age appropriate hand hygiene and respiratory etiquette education to endorse prevention. ● Staff will review 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. ○ Information for immunization clinics will be provided to families. Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
   • 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
☐ Review and take into consideration CDC guidance for shared or congregate housing:
   • 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.
Exception
	Not applicable to our school

OHA/ODE Requirements	Hybrid/Onsite Plan

K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the *Ready Schools, Safe Learners* guidance) may operate, in consultation with their Local Public Health Authority, provided that:
☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance.
☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
   • Limit travel to essential functions.
   • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
☐ Any boarding students newly arriving to campus will either:
   • Complete a quarantine at home for 14 days* prior to traveling to the school, OR
   • Quarantine on campus for 14 days.*
 	
* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
☐ Student transportation off-campus is limited to medical care.	

<div align="center">

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

</div>

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
   • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
   • Fire drills must be conducted monthly.
   • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
   • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
☒ Drills shall not be practiced unless they can be practiced correctly.
	• **Safety Drills:** Drills will be conducted as close to normal as possible. Drills will be completed in less than 15 minutes. I
	
	• **Instruction:** fire, earthquake, safety threats dangers and drills for students shall be conducted for at least 30 minutes each school month. At least one fire drill, which include routes and methods of exiting the school building, will be conducted each month for students in grades K-5. At least one fire drill will be conducted within the first 10 days of the school year. At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-5. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other actions to take when there is a threat to safety. A map/diagram of the fire escape route is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.
	Staff Training: Staff have been properly trained to conduct all drills on campus.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	**Handwashing:** Students and Staff will wash or sanitize hands after each drill is complete.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
 ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
 ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
 ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
 ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
 ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
 ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
 • Student elopes from area
     o If staff need to intervene for student safety, staff should:
        ● 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.
     o *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.
     o 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.
	Central Point School District uses CPI or Crisis Prevention Intervention as our guide and training in dealing with students who are dysregulated, escaladed and/or exhibiting self-regulatory challenges. This training address how to prevent a student from escalating, how to manage a situation as a student escalates and how to rebuild trust after an event.
	
	 Sams Valley Elementary has a team of staff that are trained to work with students who are at risk to hurt themselves or others (e.g. hitting, biting, running) This team will intervene if needed using de-escalation strategies prior to physical intervention.
	
	 If a student has to be physically removed staff will maintain student safety and dignity. Student will be brought to a space that is private from other students. This space will be maintained to meet sanitization requirements.
	
	 The school schedule reflects time for movement breaks to proactively teach self-regulation.
	
	 Contact logs will be updated in all cases, including the unexpected interaction with another cohort.
	
	 Handwashing will be used when there has been unexpected close interaction between individuals.
	
	 Our PBIS monitors will be available on site each day to assist with behaviors. They will monitor the space, keep students socially distant and sanitize the space between student use.

OHA/ODE Requirements	Hybrid/Onsite Plan

● Wash hands after a close interaction.
      ● Note the interaction on the appropriate contact log.
    o *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).
    o 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.	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE must not be re-used.	At this time, we use no reusable PPE.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	The Planning for COVID-19 Scenarios in Schools Toolkit is printed and available for staff use in the office. SVE will continue to coordinate with LPHA through our district channels of communication.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	The Planning for COVID-19 Scenarios in Schools Toolkit is printed and available for staff use in the office. SVE will continue to coordinate with LPHA through our district channels of communication.

OHA/ODE Requirements	Hybrid/Onsite Plan

	SVE is prepared to move between hybrid and distance learning at any given time due to recommendations from JCHD.
	
	Meals: The district will maintain the use of the D6 Express to deliver food to families on Wednesdays. On all other days, there will be a site pick up option for CDL families to receive meals. On Tuesdays and Fridays, meals will be sent home with hybrid students.
	
	For Suspected or Known Individual or Family Covid-19 Cases:
	
	• District Nurse/Other Staff will be immediately notified by school or via LPHA.
	
	• If notified by school, District Nurse/Other Health Staff will contact family and health care provider, if appropriate, to gather data and contact LPHA
	
	    o District Nurse/Other Health Staff will report to LPHA any cluster of illness (2 or more people with similar illness) among staff or students
	
	• If notified by LPHA, District Nurse/Other Health Staff will notify Site Administrator and Student Services Director, and collaborate with LPHA, providing contact and/or cohort logs, attendance information, and potential contact information to LPHA. District and LPHA will collaborate to determine next steps as listed above including:
	
	    o Determination if exposures have occurred
	
	    o Cleaning and disinfection guidance
	
	    o Possible classroom or program closure
	
	• Every effort will be made to maintain student and/or staff confidentiality.
	
	For Regional Impact
	
	District Safety Team inclusive of District Nurse/Other Health Staff, Site Administrator and Student Services Director will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	The Planning for COVID-19 Scenarios in Schools Toolkit is printed and available for staff use in the office. Adhere to the communication and response protocols collaboratively developed by the district and the LPHA. ● In the event of a short-term closure (4 weeks or less), the district will initiate short-term Comprehensive Distance Learning and continued food services.

OHA/ODE Requirements	Hybrid/Onsite Plan
	● If the closure is longer than 4 weeks, the district will move into providing ongoing Comprehensive Distance Learning and continued food services. ● If in a collaborative conversation between LPHA and the district a school closure is advised by the LPHA, the district will make the final decision and a consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. ● In collaboration between the district, school and LPHA, the return of students and staff for on- site instruction will be discussed and determined. ● District will communicate with families about options and efforts to support returning to on-site or hybrid learning and share estimated timeline for re-opening. Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, and transportation vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.

ASSURANCES

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

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

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

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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