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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Riviera Christian School
Key Contact Person for this Plan	Faith Gerber, Principal
Phone Number of this Person	(530) 640-2085
Email Address of this Person	faith@rivierachristian.org
Sectors and position titles of those who informed the plan	Principal, parents (through survey), school board members, consult with parent who is a physician's assistant
Local public health office(s) or officers(s)	Polk County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Faith Gerber, Principal
Intended Effective Dates for this Plan	September 8, 2020 – May 27, 2021
ESD Region	

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.

> Two parent surveys, contact with PCHD, review of plans by other local schools

3. Indicate which instructional model will be used.

> *Select One:*
> ☒ **On-Site Learning**   ☐ **Hybrid Learning**   ☐ **Comprehensive Distance Learning**

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[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.

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 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Implement measures to limit the spread of COVID-19 within the school setting.
☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.
☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
☐ 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, offices, 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).
	Our elementary school has four self-contained classrooms, each with its own bathroom and outdoor entrance. A cohort will consist of one class with a maximum of 20 students and will not share space initially with another cohort at any time during the school day.
	
	• Initially, each class will constitute a stable group/ cohort. After 2 weeks of no COVID cases in school, two classes may combine to form a recess/PE cohort as follows:
	   - Kindergarten & grade 1
	   - Grade 2/3 class & Grade 4/5 class
	
	Input and resources consulted:
	   • Faith Gerber, Principal, is the designated person to manage the school's response to this guidance
	   • People giving input into school plan: Parents of K-5th grade students (online survey); Kari Wattenbarger, PA (consultation with principal); RCS elementary teachers & board members
	   • Staff will be invited to read the initial draft of the plan and participate in developing the final draft
	   • Other resources consulted: CDC, OHA, OSHA
	
	Training:
	   • Teachers will have two extra days of in-service to prepare for implementation of RSSL.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ 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.
☐ 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.
☐ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
	• Training will be partly virtual and partly in person, and will include:
	    - Walkthroughs of classrooms
	    - Role-plays
	    - Practice accessing and using digital tracking
	    - Planning schedule to stagger recess, lunch, and PE
	    - Collaborating to create opportunities for students to engage in and take personal responsibility for following RSSL
	• Additional training in providing distance learning – teacher collaboration, SimpleK12 online courses, webinars
	
	Disinfecting:
	• Office staff will be responsible to disinfect office space at least daily.
	• Parent support from the office will be provided virtually as much as possible. If in-person support is needed, office staff will meet people upstairs in the foyer or gym where there is more space.
	• Teachers are responsible to see that classrooms and bathrooms are disinfected at least daily
	• The classroom and its bathroom, as well as playground equipment will be disinfected during the day and after students have left at the end of the day.
	• Parent volunteers will help with disinfecting of areas after students leave (e.g. playground equipment, hoops and balls, gym equipment, etc.)
	• If there is a case of COVID-19 in the school, PCHD will be consulted to determine what additional disinfecting needs to be done.
	
	Protocol if symptoms:
	See sections 1f and 1i.
	
	Reporting Cases:
	• Cases of COVID-19 will be reported to PCHD before the end of the workday in which RCS was notified.
	• Logs will be made available to PCHD promptly, through reports printed out by Praxi, and copies of class schedules
	• If there are one or more positive cases among students or staff, the principal will be promptly notified. Principal will contact PCHD Communicable Disease Nurse at (503) 623-8175 with details and to provide log information about cohorts and the positive individual.
	• The guidance of PCHD will determine which class or classes need to transition to temporary distance learning. Logs and other information will be provided as soon as possible, within 24 hours of being requested
	• Parents, teachers and board members will be notified by email from the office and by paper notes sent home, if it is necessary to begin distance learning
	
	Tracking of students, staff, and cohorts:
	• Logs will be kept by swiping ID cards into the Praxi system. This will include not only the student/cohort, but the all the relevant information for the adult dropping them off or picking them up
	• Logs will be kept for four weeks.
	• Information from logs will be provided to PCHD upon request.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 	
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.
☐ 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.
  • 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
	N/A
	• As a very small school and with limited resources, none of our students have health conditions that require additional nursing services or the necessity for one-on-one assistance.
	• If medical needs DO arise, we will collaborate with the student's health care team, parent/guardian and school administration to care for the student's needs

OHA/ODE Requirements	Hybrid/Onsite Plan
assist a child with a disability to benefit from special education.' o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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. ☐ 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 (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☐ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	**Classrooms** • Every classroom has its own restroom with hot and cold running water, a drinking fountain, and its own outside entrance. • Drinking fountains will only be used to refill water bottles, and will be disinfected at least daily • Class sizes will be limited to the number of students and staff that can be provided with 35 square feet per person. • Classrooms will be arranged to allow six feet between individuals • Time spent standing in line will be limited. • Marks on the floor will indicate where students can stand and/or sit when away from their desks. **Gym** • The gym has 6,370 usable square feet. No more than 2 cohorts at a time (max 40 students) will use the gym, with one cohort on each side of the curtain. • Equipment will be sanitized after each class and will not be shared between groups • Each cohort will use a separate entrance to the gym, with the younger group using the entrance closer to the modular. • To the greatest extent possible, students will use the bathrooms in their classrooms before coming to the gym • After 2 weeks of no COVID-19 cases in school, two cohorts may combine to interact in the gym while still maintaining 6 feet of physical distance to the greatest extent possible. **Sanctuary** • The sanctuary can seat just under 300 people • The sanctuary will be used for weekly chapel, with no more than 2 cohorts at a time, one cohort on each side of the aisle. There will be two chairs left empty on each side of the aisle, and two empty chairs between each student. Only every other row will be used. • Each class will use the entrance and side aisle on their side of the sanctuary. The center aisle will only be used by speakers or in case of emergency. • To the greatest extent possible, students will use the bathrooms in their classrooms before coming to the sanctuary **Recess** • Outdoor recess provides three separate areas: track/grass, playground, foursquare/basketball • At recess, each cohort will have a turn on the track/grass, and one other spot. Over the course of the week, classes will alternate between the playground and foursquare/basketball area so each class has time on both. • Playground equipment, balls, hoops, etc. will be disinfected between classes • After 2 weeks of no COVID-19 cases in school, 2 cohorts may combine up to a maximum of 40 students (see 1d)

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. 　• 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. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☐ 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 disinfecting surfaces (e.g., desks, 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, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	• Initially, each class will constitute a stable group/ cohort. After 2 weeks of no COVID cases in school, two classes may combine to form a recess/PE cohort as follows: 　- Kindergarten & grade 1 　- Grade 2/3 class & Grade 4/5 class • Scheduling and attendance will be carefully tracked to support contact tracing (see 1a). • Students will use hand sanitizer before using shared equipment in the classroom • Frequently touched surfaces will be cleaned throughout the day **Staff who interact with multiple cohorts** • Must wash/sanitize their hands between interactions with different stable cohorts and with individual students • Must minimize the amount of time spent in close contact with individual students within a cohort. • Must maintain an individual log, documenting the time in and out of each cohort's designated area, whether in the classroom, on the playground, or in any other location on campus

1e. PUBLIC HEALTH COMMUNICATION

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. ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. 　• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☐ Provide all information in languages and formats accessible to the school community.	**Staff Communication:** • Weekly staff meetings will include updates on infection control measures • Teachers will have two extra days of inservice training to prepare for implementation of RSSL. • Training will be partly virtual and partly in person, and will include: 　- Walkthroughs of classrooms 　- Role-plays 　- Practice accessing and using digital tracking 　- Planning schedule to stagger recess, lunch, and PE 　- Collaborating to create opportunities for students to engage in and take personal responsibility for following RSSL **Student Communication:** 　• Teachers will be the primary source of in-school communication for students. They will instruct students on classroom procedures, provide opportunities for role playing, and guide discussions to help students understand and process the guidance they are given 　• Weekly chapel time will provide biblical instruction and emotional and spiritual support and resources for mitigating the effects of stress and anxiety 　• Signs will be posted as reminders for handwashing, assigned entrances to shared spaces (gym, sanctuary), etc. **Parent Communication:** • At the beginning of the year, parents will receive a letter detailing health exclusions • Parent handbook will include protocols for handling various levels of exposure in compliance with LPHA guidelines • Regular updates throughout the year will be provided via email, informing staff and families if a new case is diagnosed and how the school is responding

OHA/ODE Requirements	Hybrid/Onsite Plan

	• School protocols will be share with parents and staff in the following ways:
	  - Mail
	  - Paper copies available upon request
	  - RSSL plan will be posted on our website
	• ALL Parents will be notified the same day if there is a positive diagnosis of COVID-19 among the students or staff, along with a description of the school's response. Notifications will take place by email.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
• Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
  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
☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
• Additional guidance for nurses and health staff.
☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☐ 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.
	Parent letter prior to start of school will provide clear instructions on exclusions for specific infectious diseases including COVID-19 or symptoms associated with COVID-19. All RCS students are dropped off and picked up by a parent or other responsible family member.
	
	Arrival and Entry
	• Parents will scan ID cards for each child when they drop off in the morning, confirming health of student
	• Each student will enter their classroom through their outside entrance, using their own ramp or stairs during pick-up and dismissal when there is more traffic.
	• Hand-sanitizers will be placed by each entrance prior to student entrance to classes.
	• Students will utilize classroom stations to wash hands immediately upon arrival at school. Signage in the classroom will remind students to do so.
	
	Screening Students Upon Entry
	● Staff will be present at each entry point to visually screen students for symptoms that include but are not limited to
	  - Coughing
	  - Shortness of breath
	  - Lethargy
	  - Pallor
	• If primary symptoms are observed teacher will do a temperature check
	• Students will be sent home if they have any of the above symptoms.
	
	Screening Staff
	• Staff are required to report when they may have been exposed to COVID-19.
	• Staff are required to report when they have symptoms related to COVID-19.
	• Staff members are not responsible for screening other staff members for symptoms.
	
	Baseline Symptoms
	• Students who have symptoms due to a chronic condition (e.g. asthma, allergies, etc.) must have a doctor's note in their school file indicating such, and will not be sent home from school.
	• Students with a chronic condition who have a cough that has worsened or is not well-controlled with medication must be kept home from school

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. ☐ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☐ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	• Visitors will be unable to enter classrooms. • Adult family-member volunteers are limited to essential personnel only at specific times to assist a teacher when an additional person is needed to provide adequate supervision and support for students • To the greatest extent possible, essential volunteers will work outside during recess and lunch breaks • Essential volunteers will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. • Essential volunteers must wash their hands thoroughly upon entry and before exit. • Essential volunteers are expected to comply with LPHA and CDC guidelines regarding face coverings • Essential volunteers will scan their ID cards into Praxi to support tracking

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.
☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
☐ 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;"
   o Students should not be left alone or unsupervised;
   o Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 • Provide additional instructional supports to effectively wear a face covering;
 • Provide students adequate support to re-engage in safely wearing a face covering;
 • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
 • Additional guidance for nurses and health staff.
Protections under the ADA or IDEA
☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should not be left alone or unsupervised.
 • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
 • Additional instructional supports to effectively wear a face covering;
	Staff:
	Face coverings will be used by staff
	● When they have sustained close contact with students (i.e. moving about the room, sitting at a desk or table with a student or group)
	● When providing direct contact care with students who are displaying symptoms
	● At any other time they choose to do so
	
	Face coverings are also required for
	● Staff who move between classes
	● Staff who are assisting symptomatic students
	
	Students
	• Face coverings or face shields for all students in grades Kindergarten through 5th grade
	• Students who need a break from the face covering will have a designated place appropriately distanced from other students; this space will be disinfected between students
	• Students will be provided with additional instructional supports when needed, to help them adjust to using face masks
	• Every effort will be made to ensure that use of face masks does not detract from quality or quantity of class instruction

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction. ☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ○ If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☐ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

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.	● A designated primary isolation area will be used for students who are symptomatic. This space will be located in the gym, separated off by curtains.

OHA/ODE Requirements	Hybrid/Onsite Plan
- Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. - Consider required physical arrangements to reduce risk of disease transmission. - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. - Additional guidance for nurses and health staff. ☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. - If able to do so safely, a symptomatic individual should wear a face covering. - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☐ 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). ☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	**Students** - Teachers who identify students in need of isolation or exclusion will call the office and ask for someone to pick up the student. - Symptomatic students will remain at school in the designated area until a designated adult can pick them up - Staff will be assigned to supervise students who are symptomatic and will need to maintain at least six feet of distance between student(s) and themselves and wear facial coverings. **Staff** - Staff will stay home from school if they have COVID-19 symptoms - Staff who develop symptoms during the day will call the office. The principal or office staff will cover their class until a substitute teacher can be arranged. - Secondary isolation areas may be identified if/as needed. - Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. - Logs will include: Name of student, reported symptoms/reason for health room visit, Action taken, time of departure

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan

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.	● Students in grades 1-5 will be assigned a school-owned device for use in school. Only one student will use each device whenever possible. If two students must share a device, it will be wiped with disinfecting wipes between users. ● Students in grades 2-5 will have the option of taking the device home if distance learning becomes necessary ● Physical distancing will be observed when getting devices from charging station and returning them to charging station. ● Chromebook usage will be prioritized for grades 4/5 students, followed by grades 2/3.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **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 personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	● **Handwashing:** All students and staff will wash their hands upon arrival at school. Frequent opportunities for handwashing will be provided throughout the day. Hand sanitizer will be readily available in each classroom. ● **Equipment:** Equipment includes materials such as school supplies, PE and recess equipment. Sharing supplies will be limited whenever possible. Shared PE and recess equipment will be cleaned between classes. ● **Events:** Off-site events have been postponed. In-school events will follow social-distancing guidelines. Student activities through ACSI (e.g. Math Olympics, Speech Meets, etc.) will be online. ● **Transitions/Hallways:** RCS does not have hallways. All elementary classrooms have an outside entrance. Transitions to PE and chapel will be done with each of two classes using their own door or set of doors for entrance and exit. Visual markings will be used inside classrooms as needed to support physical distancing during in-class transition times. ● **Personal Property**: Extra space will be provided between cubbies and backpacks where students will keep their personal property. Personal property must be labeled with a student name and only used by that student. ● Each elementary classroom has its own bathroom.

2e. ARRIVAL AND DISMISSAL

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.
	Arrival
	For arrival protocols, see section 1f.
	
	Dismissal
	• Each class has its own outside entrance.
	• Parents will have a sign on their visor or held in their hand with the student's grade(s) and last name.
	• Outside coordinator will call/radio students to come out to meet parents, allowing for physical distancing between students

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☐ **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 should 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:** Student seating follows all physical distancing guidelines ● **Materials:** Most materials will be for individual use only. Items that must be shared will be sanitized between uses. Older students will use Chromebooks when possible to cut down on the handling of paper. ● **Handwashing:** Signs and verbal reminders will be used to reinforce the importance of handwashing. Appropriate respiratory etiquette will be practiced through modeling, role plays, and class discussions. Hands will be washed or sanitized multiple times throughout the day using 60-95% alcohol sanitizer or 20 seconds with soap and water. ● **Environment:** Environment: Teachers will be encouraged to allow fresh air in the classrooms. When the weather is nice, classrooms will be encouraged to go outside and spread out for class activities that are conducive to outside learning.

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. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.	● The playground will be locked before and after school. ● Students will wash hands or use hand sanitizer before going outside for recess and after returning to class. ● Use of playground equipment and PE equipment will be scheduled to allow for sanitizing after each cohort has used it. ● See 1d for cohort descriptions. ● Recess activities will allow for physical distancing and stable cohorts. ● Teachers will observe physical distancing when working or meeting together.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	
☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	
☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	
☐ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry.	• Students will bring their own lunches and eat in their classrooms
☐ Prohibit self-service buffet-style meals.	• All students will wash their hands or use hand sanitizer according to CDC guidelines before lunch.
☐ 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 shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).	
☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Parents transport their children to and from school.
☐ 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).	Students will be dropped off in front of the door of their classroom AFTER a teacher is present and will enter the classroom one at a time.
☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. o The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.	

OHA/ODE Requirements	Hybrid/Onsite Plan
o The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. 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 wear face shields or face coverings when not actively driving and operating the bus. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.	

2j. CLEANING, DISINFECTION, AND VENTILATION

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. ☐ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☐ 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 should 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 should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	● All frequently touched surfaces will be cleaned and disinfected daily. ● Shared items will be disinfected between uses. ● Ventilation systems will be well-maintained, and teachers will be encouraged to provide fresh air whenever possible. ● Essential volunteers will help with cleaning and disinfecting procedures when students are not present in a given area (e.g. after they leave the gym) ● Playground equipment will be disinfected after each cohort uses it.

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

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☐ 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).	● A designated primary isolation area will be used for students who are symptomatic. This space will be located in the gym, separated off by curtains. **Students** ● Teachers who identify students in need of isolation or exclusion will call the office and ask for someone to pick up the student. ● Symptomatic students will remain at school in the designated area until a designated adult can pick them up ● Staff will be assigned to supervise students who are symptomatic and will need to maintain at least six feet of distance between student(s) and themselves and wear facial coverings. **Staff** ● Staff will stay home from school if they have COVID-19 symptoms ● Staff who develop symptoms during the day will call the office. The principal or office staff will cover their class until a substitute teacher can be arranged. ● Secondary isolation areas may be identified if/as needed. ● Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. ● Logs will include: Name of student, reported symptoms/reason for health room visit, Action taken, time of departure

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.	N/A

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

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 should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☐ Drills should not be practiced unless they can be practiced correctly. ☐ 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.	During on-site learning • Fire drills will be conducted monthly • Earthquake drills will be conducted once each semester • Other safety threat drills will be conducted once each semester • COVID-19 physical distancing practices will be observed for fire drills • Other drills will be completed in under 15 minutes whenever physical distancing must be compromised. • Students will wash their hands or use hand sanitizer according to CDC guidelines 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.	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.
            ● 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.
        o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	

☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	
Protective Physical Intervention	
☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

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.	**PCHD Contact:** • Initial contact with PCHD was made. • For info regarding our RSSL Reentry Plan, contact Kristty Polanco at (503) 623-8175 or polanco.kristty@co.polk.or.us **To contact PCHD re. positive case** • Phone Kirk Hillebrand, Communicable Disease services at (503) 623-8175 ext. 2415 * * * **Student with SYMPTOMS** **Teachers**: • Call office for student pickup if student shows symptoms. • Document the date & time (am/pm) the student left the class. **Office Staff:** • Take student from classroom to designated waiting area. • Call parent. • Take student's temperature. • Fill in log, recording student name, arrival time, check the appropriate boxes to show symptoms. • Confirm with parent if any known exposure in the last 14 days. Check appropriate box on form. If YES, siblings must go home as well. • After student leaves, send email to parent with recommendation for COVID-19 testing, and providing guidance (flowchart template) for negative test, no test, and positive test. **Follow recommended protocols for each school scenario.**

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.
	Follow recommended protocols for each school scenario.
	
	Office Staff
	• Watch attendance to ensure students return to school with appropriate documentation when needed.
	• Notify principal of positive tests.
	• Communicate with parents through Praxi using appropriate letter templates.
	  - Request for student health information
	  - Known COVID-19 exposure in school
	  - Possible transition to distance learning
	  - Imminent transition to distance learning
	  - Notification of opportunity for Limited In-Person Instruction
	• Maintain logs of exclusions through health room.
	
	Principal
	• Communicate and collaborate with PCHD.

OHA/ODE Requirements	Hybrid/Onsite Plan
	• Maintain web page of COVID-19 resources for parents. • Notify school board, staff/teachers and childcare director of possible and imminent transitions to distance learning. • Communicate with individual families as needed. **Teachers** • Prepare students for distance learning • Gather materials and instructions for students to take home. • For grades 2-5, maintain Chromebook log to identify which students take Chromebooks and chargers home, and verifying their return. • If daily Limited In-Person Instruction cannot be offered due to quarantine, teachers may choose to conduct distance learning from school or from home. • If comprehensive distance learning is NOT due to the need to quarantine, teachers will offer Daily Limited In-Person Instruction, following ODE guidelines

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., playground equipment, 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.	• Within the first 48 hours of distance learning, custodian will thoroughly disinfect classroom and bathroom. • Rooms will be disinfected again before students return. • Principal and PCHD will collaborate to determine date for reentry based on scenario.