



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *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	Central Linn Jr/Sr High
Key Contact Person for this Plan	Heidi Hermansen
Phone Number of this Person	541-369-2811
Email Address of this Person	Heidi.hermansen@centrallinn.k12.or.us
Sectors and position titles of those who informed the plan	Building Purpose and Culture Team Jr/Sr High Certified and Classified Staff Members LBL ESD Staff Maintenance Supervisor and Maintenance Employees Transportation Supervisor Food Service Supervisor Superintendent District Special Education Coordinator and Sped Teachers District Technology Coordinator
Local public health office(s) or officers(s)	Neva Anderson Linn County Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Heidi Hermansen
Intended Effective Dates for this Plan	January 27,2021-June 30 2021
ESD Region	Linn Benton Lincoln ESD

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

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

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

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 different district parent surveys (grades K-12) have been completed. In the second survey, parents were surveyed for their comfort level in sending their students back to school, their preferred learning model, ability to transport their student(s) to/from school, and the health and safety measures parents would like implemented at school. Parents were also surveyed concerning their home technology, their student's preferred method of obtaining student work and their need for meals. The district responded to the needs of this survey by ordering Hot Spots for families, checking out Chromebooks, and delivering meals. Data has also been collected on student academic needs for the 20-21 school year (pre and post Distance Learning, and we are building our plan around their needs. Prior to second trimester, families were called and given the choice to remain on Distance Learning or a Hybrid Model, full days two days a week on campus. We will have a small percentage of our student body remain in Distance Learning, with the majority of our students participating in a Hybrid model.

3. Select which instructional model will be used:
- On-Site Learning     Hybrid Learning     Comprehensive Distance Learning
4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), 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.

Some students have selected to remain in Comprehensive Distance Learning when the majority of the school moves into a Hybrid Model.

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

We do not need a waiver at this time.

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 majority of our students will move to a Hybrid model on January 26<sup>th</sup>, 2021.

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

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

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

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



### 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a>.                             <ul style="list-style-type: none"> <li>• OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul> </li> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.                             <ul style="list-style-type: none"> <li>• 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 <a href="#">OAR 437-001-0744(3)(h)</a>.</li> <li>• OSHA has developed a sample <a href="#">infection control plan</a>.</li> </ul> </li> </ul>	<p>Risk assessment completed and available upon request.</p> <p>Protocol for limiting the spread of COVID-19</p> <ol style="list-style-type: none"> <li>1. Utilization of multiple outside doors and not sharing internal hallways for students entering/exiting the building. We have separated cohort "home rooms" to allow for adequate room outside of classrooms for students to social distance as they are being evaluated prior to entering their cohort.</li> <li>2. Stable Junior High and Senior High cohorts have been built to prevent mixing of students. Students will have breakfasts and lunches served in their home classrooms to prevent mixing of cohorts. Cohorts range in size between 8-19.</li> <li>3. 7<sup>th</sup> and 8<sup>th</sup> graders will utilize new Jr High Building February-June. This will give us eight additional classrooms, and allow us to reduce cohort sizes.</li> <li>4. Students will wash their hands when they enter their home classrooms or use hand sanitizer in rooms without sinks.</li> </ol>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> 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.</p> <p><input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.</p> <p><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <p><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</p> <p><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</p> <p><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</p> <p><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</p> <p><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</p> <p><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</p> <p><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p><input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>.</p> <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> <p><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <p><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p>	<p>5. When a student shows up late/leaves early from their cohort, students will call the office desk and an office staff member will complete a health check outside of the building before the student is allowed to enter their home room.</p> <p>6. Isolation of student or staff with COVID symptoms in the old ceramics room that has two external doors. Student will remain in the isolation room until a parent arrives to take them home.</p> <p>7. Teachers will be moving between students' home rooms. Teachers will have Clorox wipes and hand sanitizer, to use as they move from room to room. For science labs, PE, Ag and shop classes the teacher will go to the student's home room, take the students with them to the pull-out room. After the cohort has left the pullout room the room and student supplies will be sanitized before the next cohort uses the pullout room. The cohorts tracking sheet will return back to the home room when the students return.</p> <p>10. Oregon Health Authority's protocol will be used for students and staff returning back to school after being diagnosed with COVID.</p> <p>11. Bathrooms will be disinfected throughout the day. Cohorts will be assigned designated restrooms.</p> <p>12. Protocol for parents dropping off/picking up students during the day will call the main office when they arrive at school. The student's home classroom will be called and the student will meet their parent in front of the school. Parents and other non-essential visitors will not be allowed inside the school.</p> <p>Utilization of signs for</p> <ol style="list-style-type: none"> <li>1. Social Distancing in classrooms, walkways outside of school</li> <li>2. Exterior doors with maximum number of persons allowed in room based on the 35 square feet per person guideline</li> <li>3. Handwashing instructions in classrooms and restrooms.</li> <li>4. Signs and symptoms of COVID and what to do if you have symptoms poster in 20 locations on campus.</li> <li>5. Mandatory mask sign poster in 20 locations on campus.</li> </ol> <p>Volunteers and guest speakers will not be allowed in the classrooms during the school day. Guest speakers will only be allowed to interact with students virtually.</p> <p>The district has added three additional days to In-service to train staff on COVID procedures. In January a fourth In-Service Day was added, along with two practice days with staff on campus moving from classroom to classroom.</p> <p>In the event that a cohort has to be removed from school, each student in grades 7-12 will be checked out a Chromebook for the duration of the school year to aid to an easy transition to Distance Learning. This will also decrease disease transmission by not sharing electronic devices.</p> <p>District has updated Communicable Disease Plan with assistance from the local Health Authority and ESD. Local county Health Authority has been contacted when questions arise concerning protocol.</p> <p>Building principal is designated contact person for staff concerning COVID protocols and enforcement. Staff have been notified and are</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> <p><input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input checked="" type="checkbox"/> Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <a href="#">Ready Schools, Safe Learners</a> guidance).</p>	<p>using system for communicating concerns. Building principal is also responsible for staff training and updates in COVID protocols.</p> <p>All visitors including elementary staff must sign-in and answer contact tracing questions. Outside and inside office doors are locked.</p> <p>Superintendent is contact for LPHA when/if COVID positive person enters building. Superintendent also is responsible for monitoring COVID 19 Weekly School Status.</p> <p>Protocol in place if outbreak occurs. Protocol has been utilized for staff members who have been exposed, had symptoms, or tested positive based on Ready Schools, Safe Learners and OHA guidelines.</p>

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input checked="" type="checkbox"/> Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</a>.</p> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> </ul>	<p>We have identified high risk students and have met with the students and their parents, and have put a learning plan together for each student.</p> <p>PPE has been ordered for staff who will be working with students in the high risk populations. PPE was used when in limited in-person learning with students in this population, and staff are trained and comfortable using PPE.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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 <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ 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.</li> <li>☒ 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).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<p>Additional furniture has been removed from classrooms to accommodate the 35 square feet per person.</p> <p>Student desktop computers are being removed to accommodate social distancing.</p> <p>Room capacity for each classroom is labeled on exterior doors.</p> <p>Main entrances will be marked with social distancing information, visitor and parent protocols.</p> <p>Students will be placed in stable cohorts and will remain in one classroom with teachers moving to students each trimester. Students will move into science lab and CTE classrooms only when needed. Science classrooms will be equipped with clear curtain barriers to reduce disease transmission. CTE classrooms will be disinfected after every cohort.</p> <p>All stable cohorts have been assigned to rooms large enough to accommodate the 35 square feet/person requirement for each cohort.</p> <p>Daily logs will be kept in each home room on a clipboard. The first period teacher and classified staff will complete health checks on each student before they enter home classroom. If a teacher moves the cohort to another room the teacher will sign the daily log when the students are returned to their home classroom. 5<sup>th</sup> period the daily</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	<p>logs will be collected. Office staff will organize the daily logs in a binder. The logs will remain in the binder for a minimum of four weeks.</p> <p>A file by for each month is kept with all of the daily logs in the front office, along with a schedule of the cohorts on campus each week.</p> <p>Additional books and classroom supplies are being purchased to reduce sharing of items and disease transmission.</p> <p>Students only move to a new location with a teacher, EA, or administrator. The daily schedule does not include passing time for students since they are not moving through the hallways unattended.</p> <p>In-Person staff meetings and trainings are held in rooms large enough to allow for social distancing.</p>

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week <sup>4</sup> , 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 <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards <sup>5</sup> , and peers. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> <del>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</del>	<p>Cohort design has been covered earlier in this blueprint. All cohorts are well below 100.</p> <p>Students are escorted to/from the restroom by a staff member. Restrooms are cleaned on a schedule by maintenance staff.</p> <p>Contact tracing has been explained earlier in this blueprint.</p> <p>Surfaces are cleaned after a cohort leaves a room, even if the same cohort will be returning to the room.</p> <p>Safety protocol includes for staff and students to wash their hands or use hand sanitizer when entering any room.</p> <p>This is a secondary school with grades 7-12.</p>

<sup>4</sup> 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.

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



OHA/ODE Requirements	Hybrid/Onsite Plan
not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	

### 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li><input checked="" type="checkbox"/> Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (<a href="#">see section 8b</a> of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</li> <li><input checked="" type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a>.</li> <li><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>• 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.</li> <li>• OSHA has developed a <a href="#">model notification policy</a>.</li> </ul> </li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</li> <li><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>In-service trainings will be held for all building staff on infection control measures has occurred in August, September, October, and January. On-going training will continue through-out the school year.</p> <p>Oregon Health Authority protocol will be used for returning students and staff after exposure or conformation of COVID case. Students and staff will be notified if they have been exposed (6 feet for 15 minutes or longer) to a person with a confirmed case. Linn County Health Authority will be notified when a staff member or student exhibits COVID symptoms or test positive for COVID 19. These protocols are covered in more detail in the district Communicable Disease Plan</p> <p>Face covering posters, COVID 10 Hazard Poster, Handwashing posters, and room maximum capacity posters are posted in all buildings.</p> <p>COVID screening and tracking logs are covered earlier in this blueprint.</p> <p>Handwashing/hand sanitizer protocol is explained earlier in this blueprint.</p>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 <a href="#">from CDC</a>.</li> <li>• 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 <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> </ul> </li> </ul> </li> </ul>	<p>Daily screening protocols for students will occur as they board school busses and prior to entering cohort in home classroom. Screening has been covered in detail earlier in this blueprint.</p> <p>Upright, free-standing hand sanitizing stations are being installed just inside exterior wall doors.</p> <p>Handwashing/hand sanitizer protocol has been covered in detail earlier in this blue print.</p>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>○ Other severe symptoms</li> </ul> <ul style="list-style-type: none"> <li>☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ 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. <a href="#">See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</a></li> <li>☒ 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 <a href="#">COVID-19 Exclusion Summary Guide</a>.</li> <li>☒ 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.</li> </ul>	

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li>☒ 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 <a href="#">COVID-19 Exclusion Summary Guide</a>.</li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <b>Ready Schools, Safe Learners</b> guidance.</li> </ul>	<p>At this time all assemblies, concerts, and large gatherings on campus have been cancelled.</p> <p>Only essential visitors will be allowed in the school building. All visitors and parents will call the front office main line when they arrive at the building. An office staff member will meet them outside of the front entrance to the school. Essential visitors, ESD staff, and mental health counselors will be required to sign-in on tracking sheet and wash their hands. Essential visitors also will be screened with the same protocol used for students.</p> <p>Essential visitors are required to wear masks and social distance while on campus.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</li> <li>☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. 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</li> </ul>	<p>A protective barrier has been put in place for office staff at main entrance of school.</p> <p>PPE has been ordered for staff responsible for giving students personal care and are in close contact with students.</p> <p>Additional face masks are available at the front office, and in the isolation room for students and essential visitors who arrive without a facemask.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p> <ul style="list-style-type: none"> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. 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.</li> <li>☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.</li> <li>☒ 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: <ul style="list-style-type: none"> <li>• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ 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;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> <li>• Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li>☒ 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. <ul style="list-style-type: none"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul> <p><b>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</b></p> <ul style="list-style-type: none"> <li>☒ 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: <ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.</li> <li>• 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.</li> <li>• Additional instructional supports to effectively wear a face covering.</li> </ul> </li> <li>☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> <li>☒ 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.</li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:               <ol style="list-style-type: none"> <li>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.</li> <li>2. Not make placement determinations solely on the inability to wear a face covering.</li> <li>3. Include updates to accommodations and modifications to support students in plans.</li> </ol> </li> <li>• For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:               <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement.                   <ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> </ul> </li> <li>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.</li> </ol> </li> </ul> <p>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

**1i. ISOLATION AND QUARANTINE**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ 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 <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p>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</p>	<p>Oregon Health Authority protocol will be used for testing and exclusion of sick students and staff. after exposure or conformation of COVID case. The District Communicable Disease covers the protocols for sick students and staff in more detail. Students arriving ill, found ill before entering home classroom, or who become ill during school will be escorted to isolation room until their parent is able to come to school and take them home. The isolation room is in a different building than the main office where students received their medication at school.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></p> <p><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). N/A</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>Comprehensive Distance Learning is available for all students who need to work from home due to illness or exposure.</p> <p>Staff and students who have been exposed or tested positive for COVID are tracked by the school office. The principal or her designee notifies family/staff member when according to OHA guidelines they can return to In-Person learning.</p>



## 2. Facilities and School Operations

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

## 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</li> <li><input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</li> <li><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</li> </ul>	<p>On-line enrollment for all Jr/Sr High students has been completed. Daily phone calls are made to parents of students who are reported absent for one or more periods. Staff problem solve with families who have connectivity issues, device issues etc. Two different waves of Hotspots have been ordered and delivered. We have implemented a Chromebook return &amp; replace system for all students.</p> <p>Traditional methods for notification of non-attendance are being utilized (3 and 5 day letters, Truancy officer notification).</p>

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <del>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)-N/A</del></li> <li><input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> </ul>	<p>Local ESD has designed attendance format to reflect the requirements for On-line, Hybrid, and In-Person learning. Staff have been trained and are utilizing new attendance codes.</p> <p>Daily logs are checked as a back-up for attendance.</p> <p>For both In-Person and Distance Learning (if needed due to Oregon Guidance) students will have the same 5 period schedule, five days a</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ 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.</li> </ul>	<p>week (minus holidays and In-service). Class start times will be roughly the same in both formats. Students will be expected to meet with teacher in person or on-line or with a paraprofessional in each class on every scheduled school day.</p> <p>Traditional attendance systems will continue to be used with student who are absent;</p> <ol style="list-style-type: none"> <li>1. Daily phone calls to parents</li> <li>2. Attendance letters to parents of students who are chronically absent.</li> <li>3. Visits by ESD attendance officer for students with chronic attendance issues.</li> </ol>

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> <li>☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</li> </ul>	<p>We will be a 1-1 district for the 2020-21 school year. Students will have their own chromebook to use during the 2020-21 school year.</p> <p>Hotspots have been purchased by the district and delivered to students who have poor or no internet at home.</p> <p>We have updated registration forms to reflect checking out/returning devices.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> CDC handwashing posters will be posted at all sinks. Students will wash their hands as they enter their home classroom cohort in the rooms with sinks. Students will also wash before meals. Teachers in rooms with sinks will be encouraged to wash their hands as they enter the classrooms. ESD personnel, counselors, and essential visiting maintenance workers will wash their hands after signing into the building.</li> <li>● <b>Equipment:</b> Additional books and supplies have been ordered to reduce the amount of sanitizing needed between student cohorts. For PE, Science, and CTE equipment and surfaces will be sanitized after each cohort. Restrooms will be sanitized at least twice a day to meet CDC guidelines. Classrooms will be sanitized at the end of every school day. Classrooms have supplies of pen, pencils, paper etc. to prevent sharing.</li> <li>● <b>Events:</b> At this time, no public events have been scheduled on campus for the 2020-21 school year. Athletic Schedules have been built, but we are awaiting further guidance from OSAA and ODE for school sporting events.</li> </ul> <p><b>Transitions/Hallways:</b> Students will enter classrooms through exterior door, and will remain in home classroom for meals. Students will be escorted by teacher when moving to Gym, CTE work area, or science lab room using exterior doors. There are no general student passing times.</p> <ul style="list-style-type: none"> <li>● <b>Personal Property:</b> A list of items allowed for each student was sent home to students and families in mid-August and January. The same list is included in student's planners.</li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input checked="" type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.               <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input checked="" type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p>Maintenance has purchased free standing hand sanitizer dispensers for entrances and classrooms.</p> <p>These items have been addressed in earlier sections of this blueprint.</p> <p>Care-giver drop off and pick up procedures will be posted on the front doors of the building, on website, and sent home to families.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Seating:</b> 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.</li> <li><input checked="" type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li><input checked="" type="checkbox"/> <b>Handwashing:</b> 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.               <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating: Seating and room capacity has been addressed earlier</b></li> <li>• <b>Materials: Materials, supplies, and equipment has been addressed earlier</b></li> <li>• <b>Handwashing: Handwashing/use of hand sanitizer has been addressed earlier.</b></li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <del>Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>). N/A</del></li> <li><input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.</li> <li><input type="checkbox"/> <del>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. N/A</del></li> <li><input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> </ul>	<p>AD/PE teacher has gym and weight room with maximum amount of people allowed in each space in accordance with social distancing guidelines. AD and has met with coaches for training on cleaning, social distancing, cohorting, and additional methods for reducing disease transmission for high school athletics prior to July 1<sup>st</sup>. Coaches will notify AD, and AD will contact principal if any student athlete has COVID symptoms, and building protocol will be enacted.</p> <p>Stable cohorts are being determined and assigned to classrooms. Cohorts will remain in one classroom and teachers will rotate through the classrooms. Students will be escorted from home classroom by teacher to gym/outside for PE, science room for labs, and CTE classrooms for electives</p>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> <del>Design recess activities that allow for physical distancing and maintenance of stable cohorts.</del> N/A</li> <li><input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input checked="" type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.</li> </ul>	

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input checked="" type="checkbox"/> <b>Prohibit self-service buffet-style meals.</b></li> <li><input checked="" type="checkbox"/> <b>Prohibit sharing of food and drinks among students and/or staff.</b></li> <li><input checked="" type="checkbox"/> <b>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.</b></li> <li><input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> 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.</li> <li><input checked="" type="checkbox"/> Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.</li> <li><input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.</li> <li><input checked="" type="checkbox"/> 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.</li> </ul>	<p>Additional garbage bins are being placed in classrooms for disposable breakfast and lunch serving items and utensils.</p> <p>Students have not entered meal counting system. Food service staff will continue to enter this information for the students.</p> <p>Cafeteria tables are only used for two cohorts each day at different times. Tables are sanitized after each cohort. Tables are marked for students to sit with social distancing. Students who receive school lunch are served their lunches by staff members.</p> <p>Protocol includes staff not eating or drinking while students are eating their lunch.</p> <p>Staff lunches are staggered so they are not eating at the same time, and can eat alone in a room.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ 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.</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>☒ 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 <b>Ready Schools, Safe Learners</b> guidance.</li> <li>☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li>☒ Face coverings for all students, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings. This prevents eating while on the bus.</li> <li>☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</li> </ul>	<p>Time to clean busses has been built into the transportation schedule by the district Transportation Supervisor. The schedule also includes time for specific runs for each cohort.</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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 (<a href="#">CDC guidance</a>) 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.</li> </ul>	<p>Additional air filters have been purchased and placed in high school classrooms.</p> <p>Health screening checks are preformed outside before students enter classroom.</p> <p>Filtration system in new junior high building has been upgraded to improve air filtration and decrease disease transmission.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li><input type="checkbox"/> <del>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 <a href="#">CDC guidance-N/A</a></del></li> <li><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input checked="" type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input checked="" type="checkbox"/> 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).</li> <li><input checked="" type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input checked="" type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	

#### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> <li><input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical,</li> </ul>	<p>These items have been addressed earlier in this blueprint.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• 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.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <p><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> <p><b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <p><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input type="checkbox"/> Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will:</p> <ul style="list-style-type: none"> <li>• Limit travel to essential functions.</li> <li>• Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> <p><input type="checkbox"/> Any boarding students newly arriving to campus will either:</p> <ul style="list-style-type: none"> <li>• Complete a quarantine at home for 14 days* prior to traveling to the school, OR</li> <li>• Quarantine on campus for 14 days.*</li> </ul> <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test</p>	<p>This section does not apply to our school.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> 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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• 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.</li> </ul> <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill 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.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>Staff have been trained in Emergency Situations. Practice sessions for emergencies while students are in the building are planned.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p>	<p>Our staff are trained in Restorative Practices, and use these techniques when dealing with escalated students or with students during a conflict.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ 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.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• 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). <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <li>☒ 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.</li>	

**2o. PROTECTIVE PHYSICAL INTERVENTION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	These items have been addressed earlier.

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	<p>At this time all assemblies, concerts, and large gatherings have been cancelled for the 2020-21 school year.</p> <p>If an outbreak occurs and students go to Distance Learning, current protocol (spring &amp; summer 2020 and system for delivery of meals will be used.</p> <p>Additional technology has been purchased and installed to allow us to move from In-Person to Short-Term Distance Learning. Teachers were trained during In-service on the new technology.</p> <p>Peer training for teachers will occurred during In-service on Google Classroom, Google Meets, and Google Calendar for staff utilization during Short-Term Distance Learning. All district staff have been trained and will utilize Zoom as needed for Distance Learning, IEP meetings, staff meetings, etc.</p> <p>School schedule has been changed from a 7 period semester to a 5 period trimester schedule to allow for easier transition between In-Person and Distance Learning.</p> <p>Superintendent continues to send letters to the community explaining the most recent guidelines for COVID cases in county and statewide to open school to In-Person learning. This has been on-going since July as guidelines, and metrics change.</p> <p>Whether In-Person or in Distance Learning, student’s schedules and cohorts will remain the same for easy transitions. Cohorts have been built around student’s graduation requirements and elective choices. Cohorts have been assigned to rooms large enough to accommodate 35 sq feet per person guideline.</p>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC</a>	Friday format has been changed second trimester to increase student achievement. Students attend all five shortened classes on Friday



OHA/ODE Requirements	Hybrid/Onsite Plan
<p><a href="#">guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p><input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</p>	<p>mornings, and Friday afternoons students who are struggling meet with teachers and EA's for individual support.</p> <p>These items have been addressed earlier in this blueprint.</p>



## ASSURANCES

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

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

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



### 4. Equity



### 5. Instruction



### 6. Family, Community, Engagement



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



### 8. Staffing and Personnel

## Assurance Compliance and Timeline

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

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