**OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Updated 2/12/2021

Under ODE’s ***Ready Schools, Safe Learners*** guidance, each school[[1]](#footnote-1) has been directed to submit a plan to the district[[2]](#footnote-2) in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [***Ready Schools, Safe Learners*** guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[[3]](#footnote-3) parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model*.

1. Please fill out information:

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| **SCHOOL/DISTRICT/PROGRAM INFORMATION** | |
| Name of School, District or Program | YCHS-Yamhill Carlton School District |
| Key Contact Person for this Plan | Bill Rhoades, D.Ed, Superintendent |
| Phone Number of this Person | 541-639-2882 |
| Email Address of this Person | rhoadesb@ycschools.org |
| Sectors and position titles of those who informed the plan | John Horne, Human Resources Director  Kristen Watson, YCHS  Matt Wiles, YCIS  Chad Tollefson, YCES  Client Raever, YCHS  Bradley Post, YCHS  Gia Saporito, Food Service Director  Todd Hendirickson, Facilities Director  Melissa Lusk, Transportation Director  Matt Opitz, YCHS  Mindy Senn, YCHS  Robin Culver, YCHS |
| Local public health office(s) or officers(s) | Lindsey Manfrin  Amber Miller  Andie Gildersleeve |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Cline Raever, Principal |
| Intended Effective Dates for this Plan | March 1 2021. |
| ESD Region | WESD |

1. 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.

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| Staff, community members and parents were involved in the committee work and/or participated through survey. Our school board has been involved and communicated with throughout the development of this plan. The plan will be shared for public review, mailed to all families, and posted online. Surveys will be collected from parents and staff. Survey responses will be used to revise the plan for final review by the school board August 13. |

1. Select which instructional model will be used:

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

1. 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).
2. 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.***

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| **Describe why you are selecting Comprehensive Distance Learning as the school’s Instructional Model for the effective dates of this plan.** |
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| **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.**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Comprehensive%20Distance%20Learning%20Requirements%20Review.pdf) **Please name any requirements you need ODE to review for any possible flexibility or waiver.** |
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| **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.** |
| **After February 25 and 26 Preparation Days for teachers and orientation days for students, students will phase into Hybrid Learning during the first three weeks of March**, The schedule for transitioning to Hybrid Instruction is**:**  **Week of March 1- Grades K-1 and 4-6**  **Week of March 8- Add Grades 2-3**  **March 8-9- Add Grades 7 and 9**  **March 11-12- Add Grades 8 and 10**  **March 15-16 Add Grade 11**  **March 18-19 Add Grade 12**  **Schools will hold orientation days for grades K, 1, 2, 3, 4, 5, and 9 on February 25th and 26th.** Each student has been assigned to an A or B cohort and Wednesday will be an asynchronous day for students and a meeting, professional development, and preparation day for teachers |

***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.***

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| **""** | **1. Public Health Protocols** |

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

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744(3)(g)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961).   * OSHA has developed a [risk assessment template](https://osha.oregon.gov/OSHAPubs/pubform/exposure-risk-assessment-form.docx). | **Risk assessment was completed during the week of December 3, 2020 and is available for review at the YCHS Main Office**  **Communicable Disease Management Plan:** [**https://www.ycsd.k12.or.us/UserFiles/Servers/Server\_743116/File/Brenna's%20Folder/Communicable%20Disease%20Management.pdf**](https://www.ycsd.k12.or.us/UserFiles/Servers/Server_743116/File/Brenna's%20Folder/Communicable%20Disease%20Management.pdf)  The Yamhill-Carlton School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The Yamhill-Carlton School District Pandemic Plan, COVID-19 response plan and Board Policies GBEB, JHCC and GBEB/JHCC-AR will be followed.  **Staff Responsible for Maintaining Physical Distancing and implementing health and safety protocols:**  **YCIS: Matt Wiles**  **Resource Staff:**   * **Yamhill County Health:** Amber Miller * **Lindsey Manfrin** * **WESD On-Site Nurse:** Alanna Russell   OSHA Review  Complaint/Concern Process  If an employee is working on-site and feels their health / safety are at risk due to staff not following safety protocols, the employee may leave the immediate area to a safer location on-site.  The employee is encouraged to discuss the situation with the employee(s) involved.  If the employee is reluctant to address the situation directly, they may notify their supervisor, a Building Representative, or contact HR.  Employees will not be retaliated against for reporting non-compliance of safety measures.  Any claim of retaliation by an employee in this regard will be investigated.  Reports can also be made anonymously through a Google Survey provided by each building.  Complaints can be made to OSHA and ODE as well but the desire would be to solve / resolve concerns at the lowest level possible.  This also allows concerns to be addressed in the quickest way as those involved are able to respond right away.  <https://forms.gle/7G4HSLcVKLRRFS2Q9>  **Training Process:** Utilizing both online and on-site trainings (as allowable and feasible), all staff (classified and certified) will be trained on the components of this document as well as our policies and plans for managing the COVID pandemic.  **Reporting to LPHA**: Principals will notify the superintendent of known cases. Superintendent will contact LPHA.  Logs of students and staff sent home with possible symptoms shall be shared with Yamhill County Health as requested. Contract tracing shall be completed at their request and the district will support as necessary.  **Isolation:** Isolations rooms are identified below and students will be isolated when they present symptoms at screening or otherwise. Rooms shall be staffed as necessary when occupied. All occupants in room will wear masks unless health conditions prohibit such use.   * **YCHS: Room 25**   Communication protocols for staff and community will be enacted as cases of COVID 19 are reported.   * **Daily Logs- Contents and Maintenance**: Daily logs for student cohorts shall be created and stored for each student cohort on-site. Such logs shall be kept at the front office and shall be delivered to the front office each day. Bus records from school-home trips shall be scanned and sent via email to the lead secretary at the conclusion of the routes each day. Once received, such logs shall be saved in the YCIS Bus Daily Logs folder in google drive with the date as the file name. These logs will be maintained in the online storage system through October 1st of 2021 at a minimum. This information shall be shared directly with the Yamhill County Health Department as necessary and may be used as needed for contract tracing purposes.   **Logs shall include:**   * Child’s name * Drop off/pick up time * Parent/guardian name and emergency contact information shall be maintained and accessed via Synergy. Yamhill County Public Health shall be granted view only access to student demographic information for contact tracing purposes. * All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers shall be logged along with their cohort interactions.   **Screening**:   * Each cohort shall be assigned an entry location. Staff will be assigned to each entry location and will screen students each morning prior to entering the building and/or classroom. * When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Yamhill County Health. * Hand-sanitizer stations will be placed by each entrance for student usage prior to building and classroom entrance. Handwashing stations will be available for use within each classroom.   **Disinfection:** Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff. Yamhill County Health recommendations for cleaning and sanitizing will be followed and the plan will be revised accordingly as needed and directed.  **Outbreak Response:** In the event of an outbreak, Superintendent Rhoades and Principal Wiles will work directly with Yamhill County Health to implement and make any updates/changes as may be necessary per guidance from Yamhill County Health.  Communication Protocols |
| ☐ | Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. |
| ☐ | Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association (OSNA) COVID-19 Toolkit](https://www.oregonschoolnurses.org/resources/covid-19-toolkit).   * Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744(3)(h)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961). * OSHA has developed a sample [infection control plan](https://osha.oregon.gov/OSHAPubs/pubform/infection-control-plan.docx). |
| ☐ | Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the ***Ready Schools, Safe Learners*** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. |
| ☐ | Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. |
| ☐ | Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. |
| ☐ | Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. |
| ☐ | Protocol to notify the local public health authority ([LPHA Directory by County](https://www.oregon.gov/oha/ph/providerpartnerresources/localhealthdepartmentresources/pages/lhd.aspx)) of any confirmed COVID-19 cases among students or staff. |
| ☐ | Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. |
| ☐ | Process to report to the LPHA any cluster of any illness among staff or students. |
| ☐ | Protocol to cooperate with the LPHA recommendations. |
| ☐ | Provide all logs and information to the LPHA in a timely manner. |
| ☐ | Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |
| ☐ | Protocol to isolate any ill or exposed persons from physical contact with others. |
| ☐ | Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). |
| ☐ | Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](https://www.oregonschoolnurses.org/resources/covid-19-toolkit).   * If a student(s) is part of a stable cohort(a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. * If a student(s) is not part of a stable cohort, then an individual student log must be maintained. |
| ☐ | Required components of individual daily student/cohort logs include:   * Child’s name * Drop off/pick up time * Parent/guardian name and emergency contact information * All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student |
| ☐ | Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.   * See supplemental guidance on LPHA/school partnering on [contact tracing](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/LPHA%20Capacity%20Needs%20and%20Contact%20Tracing.pdf). * Refer to [OHA Policy on Sharing COVID-19 Information](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Sharing%20COVID%20Information%20with%20Schools.pdf) |
| ☐ | Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. |
| ☐ | Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. |
| ☐ | Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE’s COVID-19 Weekly School Status](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-School-Status.aspx) system. |
| ☐ | Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance). |

**1b. HIGH-RISK POPULATIONS**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. | **Serving Students:** All students (through parental/guardian confirmation) will be given the opportunity to self-identify as vulnerable.   * Parents will be able to select the online or hybrid model option that is most appropriate for their student. * Students who experience disability will continue to receive specially designed instruction and such services shall be delivered as designed by the IEP team. * A school team, including the nurse, shall be available for parent concerns regarding 504 plan needs or supports necessary for medically fragile or vulnerable students and/or family members. * Medically vulnerable ELL students will continue to receive English Language Development courses through the online or hybrid option.   High-Risk Populations –  The school nurse has reviewed and updated all Health Management Plans in the district and worked closely with parents through the process.  Trainings have been provided to appropriate staff when and if they will work with these students.  Individual decisions have been made based on parents wishes and what is best for each students based on their needs.  Special Education Director and IEP / 504 case managers have worked with individual teams in order to make adjustments to plans in order to meet the needs of each student safely. |
| **Medically Fragile, Complex and Nursing-Dependent Student Requirements** | |
| ☐ | All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](https://www.oregonlaws.org/ors/336.201)) defines three levels of severity related to required nursing services:   1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. |
| ☐ | Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Community%20and%20School%20Health%20Responsibilities%20Regarding%20FAPE%20during%20CDL%20and%20Hybrid%20Instructional%20Models.pdf). |
| ☐ | Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:   * Communicate with parents and health care providers to determine return to school status and current needs of the student. * Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. * Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. * The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](https://www.oregonschoolnurses.org/resources/covid-19-toolkit). * Service provision should consider health and safety as well as legal standards. * Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf). * Work with an interdisciplinary team to meet requirements of ADA and FAPE. * High-risk individuals may meet criteria for exclusion during a local health crisis. * Refer to updated state and national guidance and resources such as:   + U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.   + ODE guidance updates for Special Education. Example from March 11, 2020.   + OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’   + OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. |

**1c. PHYSICAL DISTANCING**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.   * Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. | **Students in grades 9-12** will be assigned cohorts based on last name. Students will receive instruction in both synchronous and asynchronous formats. Cohorts will be assigned to teachers to allow for the 35 square feet/person to be followed (8-15 students per regular classroom space). Students will be assigned a seat in the classroom, and students will be consistently and frequently taught social distancing practices that include keeping at least six feet between individuals while in the classroom, or in a line and proper use of masks. Classroom teachers and students will wear masks when interacting with students or as directed by the health department. Cohort groups will have scheduled cohort restroom breaks, and recess times and locations.  **Students In Need of Additional Support:** In all circumstances, students shall receive grace when making mistakes regarding distancing requirements. Staff will be trained in redirecting and retraining students with such needs. |
| ☐ | Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. |
| ☐ | Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. |
| ☐ | Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). |
| ☐ | Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. |
| ☐ | Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. |

**1d. COHORTING**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.   * The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. | Students will divided into A/B cohorts of no more than 100 students. Each class will have approximately 8-10 students. Cohort A will attend in person two days per week and Cohort B will attend in person two days per week. When not in person, students will log in from home and participate in synchronous and asynchronous activities with the class receiving instruction in person.  One day per week will be primarily an asynchronous/applied learning day after a synchronous morning advisory period. Staff will be involved in planning, preparation, professional development and collaboration on that day. Students may be involved in individual or small group instruction.  **Contact tracing logs: Screening and contact tracing** logs shall be kept by designated teacher/staff member and turned into the office daily.  **Entrances/Exits, Meals and Restrooms:** Student cohorts are assigned to specific entrances/exits and restrooms. Meal times shall be hosted in the classroom, with meals delivered and picked up at the classroom door.  **Cleaning** and disinfecting will be conducted on a regular and consistent schedule and would be done in any space between attendance by multiple cohorts.  **Staff Working with Multiple Cohorts:** Staff members interacting with multiple cohorts shall wash and/or sanitize hands between cohorts. Alternative schedules will be considered to minimize the number of cohorts/students they interact with daily/weekly.  **Transportation Cohort**   * Students riding buses will be assigned a transportation schedule. * Screening, contact tracing, and attendance on each bus shall be taken per route.   **Maximum Cohort Assignment**   * In most cases, students shall be assigned to a maximum of three cohorts: * In some cases, students may also be assigned service cohorts for services such as speech, counseling, physical therapy, etc. |
| ☐ | Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[[4]](#footnote-4), unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. |
| ☐ | Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). |
| ☐ | Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. |
| ☐ | Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. |
| ☐ | Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[[5]](#footnote-5), and peers. |
| ☐ | Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. |
| ☐ | Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. |

**1e. PUBLIC HEALTH COMMUNICATION AND TRAINING**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. | **Communication**   * **Staff training for infection control will be conducted at regular intervals and as needs arise.** * A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all staff and families through print and electronically when available. * Additional communication regarding protocols will be shared with families and staff prior to the start of hybrid instruction. * Email and phone communication will be sent to staff and parents, and notification will be posted to social media the same day when new cases of COVID-19 have been diagnosed in students or staff members. As part of the notification, a description of how the school and district are responding will be included. * Posters will be displayed thorough out the campus to remind students of the COVID-19 safety protocols. * Language translations will be provided as needed. * Training will be ongoing for staff and students. |
| ☐ | 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 ([see section 8b](#_heading=h.3znysh7) of the ***Ready Schools, Safe Learners*** guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. |
| ☐ | Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744(3)(d) and (e)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961). |
| ☐ | Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.   * The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. * OSHA has developed a [model notification policy](https://osha.oregon.gov/Documents/Model-COVID-19-Notification-Policy.docx). |
| ☐ | Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. |
| ☐ | Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. |
| ☐ | Provide all information in languages and formats accessible to the school community. |

**1f. ENTRY AND SCREENING**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Direct students and staff to stay home if they have COVID-19 symptoms**.** COVID-19 symptoms are as follows:   * Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. * Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). * In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/documents/commdisease.pdf). * Emergency signs that require immediate medical attention:   + Trouble breathing   + Persistent pain or pressure in the chest   + New confusion or inability to awaken   + Bluish lips or face (lighter skin); greyish lips or face (darker skin)   + Other severe symptoms | **Parent and Staff Education**   * Families and staff will be provided with symptom lists and asked to check symptoms each morning prior to school and keep students home/stay home if they suspect they are symptomatic.   **Screening Students Upon Entry**   * Each cohort shall be assigned an entry location. * Staff will be assigned to each entry location and will screen students each morning prior to entering the building and/or classroom. * When the screening indicates that a student may be symptomatic, the student is directed to the office where staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Yamhill County Health. * Hand-sanitizer stations will be placed by each entrance for student usage prior to building and classroom entrance. Handwashing stations will be available for use within each classroom. * The importance of screening will be emphasized regularly with staff and families   **Logging for Contact** **Tracing**   * Please see section 1a.   **Screening Staff:**   * Staff are required to make a report to their supervisor when they may have been exposed to COVID-19. * Staff are required to report when they have symptoms related to COVID-19.   Review recommendations on bias and appearance in regards to screening and exclusion. |
| ☐ | Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.   * Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
| ☐ | Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools” and](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf) the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf). |
| ☐ | Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf). |
| ☐ | 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. |

**1g. VISITORS/VOLUNTEERS**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Restrict non-essential visitors/volunteers.   * Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. * Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. | * Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. * Volunteers for extra-curricular activities must be approved by the building principal. Such approved volunteers will be required to complete training on COVID protocols and this plan, and sign a waiver in addition to regular trainings and background checks. * Any visitors or volunteers must be diligently screened for symptoms and exposure. * Adults in schools are limited to essential personnel only. * Essential visitors must wash or sanitize their hands upon entry and exit. * Essential visitors must wear masks and maintain distancing protocols. * Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. |
| ☐ | Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the[COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf)*.* |
| ☐ | Visitors/volunteers must wash or sanitize their hands upon entry and exit. |
| ☐ | Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the ***Ready Schools, Safe Learners*** guidance. |

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

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. | **Face Coverings**  Face coverings will be provided for those who might need them at school.  **Required:**   * All staff and students as directed by the governor and/or OHA/ODE including: * Certified and classified staff * Bus drivers. * Staff preparing and/or serving meals. * School nurses or other personnel when providing care and monitoring of staff/students displaying symptoms. * Speech Language Pathologists/Assistants or other adults providing articulation therapy. * Front office staff. * Students   **Not Recommended**   * Anyone who has a medical condition or who is experiencing disability for whom mask wearing may be counter indicated.   **ADA Accommodations**   * If staff requires an accommodation for the face covering or face shield requirements, the principal shall work with the staff member to help develop an alternative solution or reassignment of duties. * Students who request a mask break will be allowed to step into the hall, ensure that no one is close to them, removed their mask for a brief period of time, and then return to class. * Students will remain in their 2nd period class for the duration of the lunch period.  School lunch will be delivered to each classroom based on the student's pre-order.  Students will be expected to wear masks at all times during lunch except when they are consuming food and/or drinks. Campus is closed, students may not leave campus for lunch. * Appropriate accommodations will be made for students with a documented need with relations to mask wearing. |
| ☐ | Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. |
| ☐ | Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. |
| ☐ | Face coverings should be worn both indoors and outdoors, including during outdoor recess. |
| ☐ | Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:   * Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”   + Students must not be left alone or unsupervised;   + Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; * Provide additional instructional supports to effectively wear a face covering; * Provide students adequate support to re-engage in safely wearing a face covering; * Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. |
| ☐ | Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.   * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
| **Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance** | |
| ☐ | If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:   * Offering different types of face coverings and face shields that may meet the needs of the student. * Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. * Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. * Additional instructional supports to effectively wear a face covering. |
| ☐ | For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction. |
| ☐ | Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.   * If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:   + 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.     2. Not make placement determinations solely on the inability to wear a face covering.     3. Include updates to accommodations and modifications to support students in plans. * For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:   + 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.     2. The team must determine that the disability is not prohibiting the student from meeting the requirement.        - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,        - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.     3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. |
| ☐ | For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. |
| ☐ | If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure. |

**1i. ISOLATION AND QUARANTINE**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. | [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf).  **Isolation:**   * **Bus:** Students developing symptoms on the bus shall be seated in designated row and will be taken immediately to office upon arrival to the school for additional screening. Students with symptoms upon screening will be sent to the supervised isolation room until they may be picked up. * **Upon Arrival:** Students shall be visually screened in their cohorts by their supervising staff. Students exhibiting symptoms will report to the office for screening and appropriate care until they may be picked up. * **During Day:** Students and staff exhibiting symptoms shall be sent to the front office for screening and placement in an isolation room. Isolations rooms are identified below.   **-YCHS-Office Isolation Room 25**  **Transportation:**   * Students who report or develop symptoms will be isolated and monitored until they are picked up by a parent or caregiver. * Students or staff in need of emergency transport to a medical facility shall be transported via ambulance.   **Symptomatic Student/Staff Care and Re-Entry**   * Name and contact information for staff and students exhibiting symptoms shall be recorded and reported to the Yamhill County Health Department when requested. * Staff and students exhibiting symptoms will be provided with instructions in their native language on how to access Yamhill County Health. They will be encouraged to contact either Yamhill County Health, or their family doctor, for testing services. * Students and/or staff testing positive for COVID-19 will remain home for at least 10 days and will follow the guidance contained in this section of the ODE/OHA requirements prior to re-entry   Schools will follow guidance in [“Planning for COVID-19 Scenarios in Schools.”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf) |
| ☐ | Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf).   * Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. * Consider required physical arrangements to reduce risk of disease transmission. * Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff for providing care to students with complex needs. |
| ☐ | Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.   * School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. * After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. * If able to do so safely, a symptomatic individual shall wear a face covering. * To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. |
| ☐ | Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. |
| ☐ | Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf) |
| ☐ | Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). |
| ☐ | Record and monitor the students and staff being isolated or sent home for the LPHA review. |
| ☐ | The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. |

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| **""** | **2. Facilities and School Operations** |

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| 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.)*

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. | **Family Choice**: Students and families may be given the opportunity to enroll in fully online or on-site hybrid learning.  On-site hybrid learning will allow for continued learning in cases of short-term distance learning. In addition, hybrid learning will allow students to participate with their classroom cohort through synchronous distance learning opportunities while at home due to parent choice or quarantine requirements.  School staff continue reach out to engage students and families when they have stopped attending for 10 or more days. |
| ☐ | The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:   * The ADM enrollment date for a student is the first day of the student’s actual attendance. * A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. * If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. * Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. |
| ☐ | If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. |
| ☐ | When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. |
| ☒ | Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. |
| ☒ | When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. |
| ☒ | When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. |

**2b. ATTENDANCE**

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

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). | **On-Site Hybrid Grades 9-12:** Students on-site and/or online synchronous attendance shall be used as a primary attendance indicator. Attendance will be taken once per day.  Students not present in the classroom two or more days will be considered present through at least one other method of two-way communication including:   * Live video participation, discussion boards, or assignment submission * Email communication * Phone communication |
| ☐ | Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). |
| ☐ | Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. |
| ☐ | Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. |
| ☐ | Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health. |

**2c. TECHNOLOGY**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). | * All students will be assigned a district owned device for use in the school building. * Students will have the option to take the device home for at-home use. * Deployment of district-provided Chromebooks with wireless access will ensure adequate internet access for all families. * Additional devices will be accessible for in-building use for students with broken devices or devices left at home. * School devices will be cleaned and sanitized between users. * During check-out and check-in procedures, social distancing and safety measures will be utilized. |
| ☐ | Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. |
| ☐ | If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. |

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

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. | * **Handwashing:** All students will have access to hand washing prior to meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. * **Equipment:** Sharing of supplies will be restricted when possible. All shared equipment will be cleaned between users. * **Events:** Off-site field trips and events requiring visitors or volunteers will be canceled. In-school events will be modified to follow cohorting and social distancing guidance. Use of facilities for District sponsored athletics and activities shall be coordinated through the Athletic Director and approved by the Principal. * **Transitions/Hallways:** Hallways will include one-way traffic markings to reduce contact. Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned by area/level to allow access to a bathroom, drinking fountain and hand washing station throughout the school day. * **Personal Property**: All personal property brought to school will be kept in the student’s backpack/bag. Personal property must be labeled with a student name and will only be used by the student. * **Restrooms**: Restrooms will be assigned to each cohort. Visual reminders will be used in all restrooms to encourage hygienic practices including: handwashing techniques, covering coughs/sneezes, social distancing, facial coverings and COVID-19 symptoms. |
| ☐ | **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. |
| ☐ | **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. |
| ☐ | **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. |
| ☐ | **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). |

**2e. ARRIVAL AND DISMISSAL**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. | **Arrival**   * Each student cohort in grades K-6 will be assigned an entrance point (i.e., a specific door) to the school building or outside classroom. * Upon campus entry, students will be screened then will go to their designated classroom or location. * In grades 4-6 upon campus entry, students in cohorts with exterior entrance doors, may be directed to their classroom exterior door. * Staff will be present at each building and classroom entry to visually screen students for symptoms and track cohort data. * Students identified as potentially symptomatic will be directed to the office and will follow previously described procedures for isolation. * Breakfast will be served in the classroom, and will be delivered and picked up at the classroom door. Students must sanitize hands upon entry and before breakfast.   **Dismissal**  K-3- Students will be dismissed by cohort to their designated spot.  4-6 Students will be dismissed by cohort to their designated spot.  **Sign-In / Sign-Out Procedures**   * Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance and check-in or out at the main office. * All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper. |
| ☐ | Create schedule(s) and communicate staggered arrival and/or dismissal times. |
| ☐ | Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |
| ☐ | Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.   * Eliminate shared pen and paper sign-in/sign-out sheets. * Ensure hand sanitizer is available if signing children in or out on an electronic device. |
| ☐ | Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible nearall entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. |

**2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | **Seating:** Rearrange student desks and other seat spaces *s*o that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. | * **Seating:** Classroom desks and tables will be arranged with students being at least six feet apart. Students will have assigned seats and will stay in their assigned seats throughout the day. * **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer will be available for use by students and staff in each classroom and throughout the building. * **Handwashing:** All students will wash or sanitize their hands upon classroom entry and exit and prior to meals. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices. |
| ☐ | **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. |
| ☐ | **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shallbe disposed of in a garbage can, then hands washed or sanitized immediately.   * Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |

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

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s [Specific Guidance for Outdoor Recreation Organizations](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le2342E.pdf)). | * Playgrounds and sports fields will have limited access. * Recess/PE activities will be supervised in a manner conducive to social distancing. * Students will access recess in their cohorts and will be assigned a recess location. * Students will wash or sanitize their hands before going to recess and before returning to the building. * Regular cleaning schedules will be maintained for playground equipment, restrooms, and shared spaces. * Employee gatherings in shared spaces will be limited. |
| ☐ | After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.  For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. |
| ☐ | Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |
| ☐ | Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance.](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) |
| ☐ | Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
| ☐ | Maintain physical distancing requirements, stable cohorts, and square footage requirements. |
| ☐ | Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). |
| ☐ | Design recess activities that allow for physical distancing and maintenance of stable cohorts. |
| ☐ | Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
| ☐ | 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. |

**2h. MEAL SERVICE/NUTRITION**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Include meal services/nutrition staff in planning for school reentry. | * Students will remain in their 2nd period class for the duration of the lunch period.  School lunch will be delivered to each classroom based on the student's pre-order. * All students and staff must wash or sanitize hands prior to meals and following meal consumption. * Meals will be delivered to classrooms and disposable items will be used. Trash/meal service items will be collected at the classroom door. * Adequate cleaning of desks and tables will be attended to. * Masks may be removed for meals snacks but distancing will be maintained and masks will be replaced as soon as finished. |
| ☐ | Prohibit self-service buffet-style meals. |
| ☐ | Prohibit sharing of food and drinks among students and/or staff. |
| ☐ | At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. |
| ☐ | Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the ***Ready Schools, Safe Learners*** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. |
| ☐ | Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. |
| ☐ | Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). |
| ☐ | Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. |
| ☐ | Adequate cleaning and disinfection of tables between meal periods. |
| ☐ | Since staff must remove their face coverings during eating and drinking**,** limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. |

**2i. TRANSPORTATION**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Include transportation departments (and associated contracted providers, if used) in planning for return to service. | * The District will work with Mid-Columbia bus to determine safe routes and times for routes. * Mid-Columbia Bus will assure staff are trained and prepared to enact the District’s plan. * Bus routes will be adjusted to support cohorting students and maintaining: 1) 3 feet of distance between non-family members and 2) 6 feet of distance from drivers (except during loading, unloading and assisting students). * All drivers will wear masks and/or face shields. * Seats on each bus shall be identified for students exhibiting symptoms. Students exhibiting symptoms must: 1) Wear a mask, 2) remain seated in designated location, 3) be transported immediately to school office upon arrival (drivers should call ahead to the school when possible so staff may assist). * Parents shall receive education on busing procedures and be offered the opportunity for consultation for students who may need additional support on the bus. * Protocols will be developed for visual screening and keeping logs for contact tracing. * Window openings will be adjusted to maximize ventilation on the bus. |
| ☐ | Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
| ☐ | Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. |
| ☐ | Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.   * If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.   + 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.   + The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. * If arriving at school, notify staff to begin isolation measures.   + If transporting for dismissal and the student displays an onset of symptoms, notify the school. |
| ☐ | Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. |
| ☐ | Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the ***Ready Schools, Safe Learners*** guidance. |
| ☐ | Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). |
| ☐ | Face coverings for all students, applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings. This prevents eating while on the bus. |
| ☐ | Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. |

**2j. CLEANING, DISINFECTION, AND VENTILATION**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. | * All frequently touched surfaces and shared objects will be cleaned at least three times per day. * Door handles, desks and tables will be cleaned between cohort groups. * Ventilation systems have been updated and upgraded and will be checked and maintained monthly be maintenance staff. Staff are encouraged to contact the main office to request assistance with any specialized needs beyond the monthly maintenance. |
| ☐ | Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. |
| ☐ | Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
| ☐ | Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. |
| ☐ | To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. |
| ☐ | Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) |
| ☐ | Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. |
| ☐ | All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. |
| ☐ | Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. |
| ☐ | Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. |
| ☐ | Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC’s guidance on disinfecting public spaces](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)). |
| ☐ | Consider modification or enhancement of building ventilation where feasible (see [CDC’s guidance on ventilation and filtration](https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance](https://www.ashrae.org/news/ashraejournal/guidance-for-building-operations-during-the-covid-19-pandemic)). |

**2k. HEALTH SERVICES**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. | All health plans will be developed collaboratively with WESD School Nurse, Yamhill County Health Department consultants, and with those providers of specialized health care and protocols. |
| ☐ | Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). |

**2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:   * Contact tracing * The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. * Quarantine of exposed staff or students * Isolation of infected staff or students * Communication and designation of where the “household” or “family unit” applies to your residents and staff |  |
| ☐ | Review and take into consideration[CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/communication/toolkits/shared-congregate-housing.html) for shared or congregate housing:   * Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible * Ensure at least 64 square feet of room space per resident * Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; * Configure common spaces to maximize physical distancing; * Provide enhanced cleaning; * Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. |
| **Exception**  K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the ***Ready Schools, Safe Learners*** guidance) may operate, in consultation with their Local Public Health Authority, provided that: | |
| ☐ | They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the ***Ready Schools, Safe Learners*** guidance and any other applicable sections, including Section 2L of the ***Ready Schools, Safe Learners*** guidance. |
| ☐ | The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. |
| ☐ | There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. |
| ☐ | Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:   * Limit travel to essential functions. * Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. |
| ☐ | Any boarding students newly arriving to campus will either:   * Complete a quarantine at home for 14 days\* prior to traveling to the school, OR * Quarantine on campus for 14 days.\*   \* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA). |
| ☐ | Student transportation off-campus is limited to medical care. |

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | In accordance with [ORS 336.071](https://www.oregonlegislature.gov/bills_laws/ors/ors336.html) and [OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271)all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.   * At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. * Fire drills must be conducted monthly. * Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. * Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. | * All required emergency drills will be conducted on a regular and recommended schedules. * Drills will be conducted in ways that maintain distancing to the extent possible. * Drills will be conducted in ways that are as close as possible to the way they will be executed in an actual event. * Drill and practice for emergencies will be done in a way that all students and staff are included. |
| ☐ | Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. |
| ☐ | When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. |
| ☐ | Drills shall not be practiced unless they can be practiced correctly. |
| ☐ | Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. |
| ☐ | If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). |
| ☐ | Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. |

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

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. | * Collaborative Problem Solving and/or similar approaches will be used to support students and staff to support students with self-regulation challenges. * Staff will be trained in skills and strategies toward maintaining health and safety protocols when intervening with students with self-regulation challenges. * Staff will be trained in preventative measures. |
| ☐ | Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. |
| ☐ | Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. |
| ☐ | Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. |
| ☐ | Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. |
| ☐ | Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. |
| ☐ | Plan for the impact of behavior mitigation strategies on public health and safety requirements:   * Student elopes from area * If staff need to intervene for student safety, staff should:   + Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand… How can I help?”) to attempt to re-regulate the student without physical intervention.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff.   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log. * \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. * Student engages in behavior that requires them to be isolated from peers and results in a room clear. * If students leave the classroom:   + Preplan for a clean and safe alternative space that maintains physical safety for the student and staff   + Ensure physical distancing and separation occur, to the maximum extent possible.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff.   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log. * \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. * Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). * If staff need to intervene for student safety, staff should:   + Maintain student dignity throughout and following the incident.   + Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand… How can I help?”) to attempt to re-regulate the student without physical intervention.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log.   \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. |
| ☐ | Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. |

**2o. PROTECTIVE PHYSICAL INTERVENTION**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the ***Ready Schools, Safe Learners*** guidance). Single-use disposable PPE must not be re-used. | All necessary PPE will be provided to staff as requested. |

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| "" | **3. Response to Outbreak** |

**3a. PREVENTION AND PLANNING**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Review the “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | The District has reviewed and will follow the updated “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)  document. Also, please see the Please see The District Communicable Disease Management Plan that includes guidelines for prevention and planning.  We have established coordination and channels of communication between the district and our LPHA. |
| ☐ | Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. |

**3b. RESPONSE**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Review and utilize the “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | The District has reviewed and will follow the updated “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)  document.  Arrangements have been made for continuity of instruction through CDL and for providing meals for students learning from home. |
| ☐ | Ensure continuous services and implement Comprehensive Distance Learning. |
| ☐ | Continue to provide meals for students. |

**3c. RECOVERY AND REENTRY**

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| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| ☐ | Review and utilize the [“Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | The team has reviewed and uses the [“Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit and will follow [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) for classrooms, cafeteria settings, restrooms, and playgrounds. Online and distance learning instruction shall remain in place during any times of school closure due to COVID-19. Spaces and materials will be thoroughly cleaned and sanitized prior to return to schools.  We will consult with our LPHA regarding reentry for all COVID-19 related scenarios and regarding additional reopening guidelines re: cohort make-up and size. |
| ☐ | Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) for classrooms, cafeteria settings, restrooms, and playgrounds. |
| ☐ | When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. |



**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.*

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| ☐ | 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***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, * The [***Comprehensive Distance Learning***](https://www.oregon.gov/ode/educator-resources/standards/Pages/Comprehensive-Distance-Learning.aspx) guidance, * The [***Ensuring Equity and Access: Aligning Federal and State Requirements***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf) guidance, and * [***Planning for COVID-19 Scenarios in Schools***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf) |
| ☐ | 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***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, * The [***Comprehensive Distance Learning***](https://www.oregon.gov/ode/educator-resources/standards/Pages/Comprehensive-Distance-Learning.aspx) guidance, * The [***Ensuring Equity and Access: Aligning Federal and State Requirements***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf) guidance, and * [***Planning for COVID-19 Scenarios in Schools***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf)   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. |

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| "" | **4. Equity** |

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| "" | **5. Instruction** |

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| "" | **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.**

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| **List Requirement(s) Not Met** | **Provide a Plan and Timeline to Meet Requirements**  *Include how/why the school is currently unable to meet them* |
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1. For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings. [↑](#footnote-ref-1)
2. For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf. [↑](#footnote-ref-2)
3. Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](http://www.nrc4tribes.org/files/Tab%209_9H%20Oregon%20SB770.pdf) basis. [↑](#footnote-ref-3)
4. The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements. [↑](#footnote-ref-4)
5. Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets. [↑](#footnote-ref-5)