



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION | |
|--|--|
| Name of School, District or Program | Enterprise School District |
| Key Contact Person for this Plan | Erika J. Pinkerton |
| Phone Number of this Person | 541-426-3812 |
| Email Address of this Person | epinkerton@enterprise.k12.or.us |
| Sectors and position titles of those who informed the plan | Parents/Students/Community Members via District Survey Wallowa ESD Assistant Superintendent Beccy Nordtvedt Wallowa ESD Superintendent Karen Patton Enterprise High School Principal Blake Carlsen County Commissioner Susan Roberts Enterprise School Board Chair- Kate Fent |
| State Public Health Authority | Dr. Dean Sidelinger – State Health Officer |
| Local Medical Advisor | Dr. Liz Powers |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Erika J. Pinkerton Blake Carlsen |
| Intended Effective Dates for this Plan | 8/24/20 until further notice |
| ESD Region | Wallowa ESD |

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

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

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

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

- Community Engagement involved launching a survey on July 16th and ran through July 23rd via Survey Monkey to the entire Enterprise Community
 - The survey was accessible through our school district website and also school district FB page
 - To ensure families were aware of the survey and where to locate the survey Superintendent Pinkerton completed the following: Utilized School Messenger phone message service to contact all enrolled families; notified the local newspaper and provided a radio message to the local radio station
- The district was pleased with the outcome of the survey as we received 170 responses to eleven critical questions, which would assist our district with putting together our blueprint.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Enterprise School District #21 falls under Exception #5 School-wide for low population density counties with a population density of <6 people per square mile therefor we are starting with in person schooling with an online option for families that prefer physically to not return.

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

No review necessary.

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.

Enterprise School District #21 falls under Exception #5 School-wide for low population density counties with a population density of <6 people per square mile therefor we are starting with in person schooling with an online option for families that prefer physically to not return. Students will begin instruction September 8th. This later start date allows an extra week of staff planning and safety trainings related to COVID-19.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> ☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). ☒ 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. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. | <div data-bbox="803 359 1485 695" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p>KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:</p> <ul style="list-style-type: none"> Physical Distancing — At least six feet with other people. Hand Hygiene — Frequent washing with soap and water or using hand sanitizer. Cohorts — Conducting all activities in small groups that remain together over time with minimal mixing of groups. Protective Equipment — Use of face shields, face coverings, and barriers. Environmental Cleaning & Disinfection — Especially of high-touch surfaces. Isolation & Quarantine — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. Contact Tracing — Identification of persons who may have come into contact with an infected person to help stop chain of disease transmission. Airflow & Ventilation — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces. Communication — Follow clear protocols for sharing information. </div> <p>Enterprise School District is comprised of two buildings on one campus. Students K-12 share common areas such as cafeteria, gymnasium etc. Superintendent /Principal Erika Pinkerton with input from K-12 staff will be responsible for implementing the COVID-19 reopening Plan. The high school administrator Blake Carlsen with input from staff will be responsible for implementing the COVID-19 reopening plan for the 7-12 staff. Dr. Liz Powers will be reviewing the Enterprise School District reopening plan. The district completed and adopted a Pandemic/COVID-19 plan.</p> <ul style="list-style-type: none"> • All staff will engage in trainings from our local hospital to review proper cleaning procedures prior to the school opening. In addition all staff will receive training on the content of the school district’s Pandemic/Covid-19 Plan and will be updated with ongoing updates to the Covid-19 Plan • Names of those to contact if there were to be an outbreak have been included in the Pandemic/Covid-19 plan. Evidence to inform the plan was reviewed upon updating the plan by the school district and local hospital team • The district has delayed the student start date for the 20-21 school year to allow for additional in-service days related specifically to COVID-19 planning. Training for all staff will be required and held virtually beginning August 24th through September 1st • The protocol to notify local public health authority/OHA is located in our Pandemic/Covid-19 manual • Custodial staff have a set schedule for disinfecting the school and teachers have a specific cleaning protocol for their classroom. Other staff will be reassigned to clean. Cleaning protocols and monitoring of cleaning will be established • Process to report a cluster of any illness among staff or students in located in the Pandemic/Covid-19 plan and the designees will initiate the contact to LPHA • Logs will be created to utilize upon students returning to school, which can be given directly to LPHA. Both student and staff logs will be maintained for four weeks. • Students and/or staff will be screened upon entry by visually checking for symptoms. If the student has symptoms, they will go to the isolation location to await for parent pickup • The school community will be notified via School Messenger if there are potential COVID-19 cases |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child’s name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. <input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). | |

1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. | <ul style="list-style-type: none"> • Provide timely communication to families who are high-risk 504/IEP/Medically fragile and review the best model of instruction for them. Determinations will be made as to what instructional model works best for the student • The District will continually monitor and adjust (if needed) students plans to address the needs of medically fragile students |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. Service provision should consider health and safety as well as legal standards. Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. Work with an interdisciplinary team to meet requirements of ADA and FAPE. High-risk individuals may meet criteria for exclusion during a local health crisis. Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ODE guidance updates for Special Education. Example from March 11, 2020. OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. | |

1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------|-------------|---------------------|----------|-------------|---------------------|-----------|-------------|---------------------|--------------|-------------|---------------------|---------------|-------------|--------------------|------------|------------|---------------------|------------|-------------|---------------------|--------------|-------------|---------------------|------------|-------------|---------------------|------------|-------------|---------------------|------------|-------------|---------------------|---------------|-------------|---------------------|--------------|-------------|---------------------|-----------|-------------|---------------------|-----------|--------------|---------------------|----------------------|--------------|---------------------|------------|-------------|---------------------|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. | <ul style="list-style-type: none"> All rooms on the Enterprise campus have been measured and recorded to determine the classroom capacity. All rooms will have maximum occupancy posted based on the 35 sq. ft. requirement. Actual square footage of rooms are listed below: <p>Elementary School</p> <table> <tr><td>Mrs. Yost</td><td>768 sq. ft.</td><td>Maximum Capacity 25</td></tr> <tr><td>Mr. Hull</td><td>768 sq. ft.</td><td>Maximum Capacity 25</td></tr> <tr><td>Mrs. Hook</td><td>768 sq. ft.</td><td>Maximum Capacity 25</td></tr> <tr><td>Mrs. Coggins</td><td>414 sq. ft.</td><td>Maximum Capacity 11</td></tr> <tr><td>Mrs. McCready</td><td>322 sq. ft.</td><td>Maximum Capacity 9</td></tr> <tr><td>Mrs. Brown</td><td>18 sq. ft.</td><td>Maximum Capacity 18</td></tr> <tr><td>Staff Room</td><td>736 sq. ft.</td><td>Maximum Capacity 21</td></tr> <tr><td>Mrs. Fischer</td><td>736 sq. ft.</td><td>Maximum Capacity 21</td></tr> <tr><td>Mr. Keffer</td><td>690 sq. ft.</td><td>Maximum Capacity 20</td></tr> <tr><td>Mr. Roundy</td><td>675 sq. ft.</td><td>Maximum Capacity 19</td></tr> <tr><td>Pre-School</td><td>675 sq. ft.</td><td>Maximum Capacity 19</td></tr> <tr><td>Resource Room</td><td>700 sq. ft.</td><td>Maximum Capacity 20</td></tr> <tr><td>Mrs. Carlsen</td><td>891 sq. ft.</td><td>Maximum Capacity 25</td></tr> <tr><td>Mrs. Pfel</td><td>630 sq. ft.</td><td>Maximum Capacity 18</td></tr> </table> <p>Junior High/High School</p> <table> <tr><td>Mrs. Pfel</td><td>1309 sq. ft.</td><td>Maximum Capacity 37</td></tr> <tr><td>Jr. High Mr. McCaden</td><td>1196 sq. ft.</td><td>Maximum Capacity 34</td></tr> <tr><td>Mrs. Stein</td><td>690 sq. ft.</td><td>Maximum Capacity 20</td></tr> </table> | Mrs. Yost | 768 sq. ft. | Maximum Capacity 25 | Mr. Hull | 768 sq. ft. | Maximum Capacity 25 | Mrs. Hook | 768 sq. ft. | Maximum Capacity 25 | Mrs. Coggins | 414 sq. ft. | Maximum Capacity 11 | Mrs. McCready | 322 sq. ft. | Maximum Capacity 9 | Mrs. Brown | 18 sq. ft. | Maximum Capacity 18 | Staff Room | 736 sq. ft. | Maximum Capacity 21 | Mrs. Fischer | 736 sq. ft. | Maximum Capacity 21 | Mr. Keffer | 690 sq. ft. | Maximum Capacity 20 | Mr. Roundy | 675 sq. ft. | Maximum Capacity 19 | Pre-School | 675 sq. ft. | Maximum Capacity 19 | Resource Room | 700 sq. ft. | Maximum Capacity 20 | Mrs. Carlsen | 891 sq. ft. | Maximum Capacity 25 | Mrs. Pfel | 630 sq. ft. | Maximum Capacity 18 | Mrs. Pfel | 1309 sq. ft. | Maximum Capacity 37 | Jr. High Mr. McCaden | 1196 sq. ft. | Maximum Capacity 34 | Mrs. Stein | 690 sq. ft. | Maximum Capacity 20 |
| Mrs. Yost | 768 sq. ft. | Maximum Capacity 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mr. Hull | 768 sq. ft. | Maximum Capacity 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Hook | 768 sq. ft. | Maximum Capacity 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Coggins | 414 sq. ft. | Maximum Capacity 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. McCready | 322 sq. ft. | Maximum Capacity 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Brown | 18 sq. ft. | Maximum Capacity 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff Room | 736 sq. ft. | Maximum Capacity 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Fischer | 736 sq. ft. | Maximum Capacity 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mr. Keffer | 690 sq. ft. | Maximum Capacity 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mr. Roundy | 675 sq. ft. | Maximum Capacity 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-School | 675 sq. ft. | Maximum Capacity 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Resource Room | 700 sq. ft. | Maximum Capacity 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Carlsen | 891 sq. ft. | Maximum Capacity 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Pfel | 630 sq. ft. | Maximum Capacity 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Pfel | 1309 sq. ft. | Maximum Capacity 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jr. High Mr. McCaden | 1196 sq. ft. | Maximum Capacity 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mrs. Stein | 690 sq. ft. | Maximum Capacity 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|----------------------|--|
| | <p data-bbox="820 170 1429 745"> Mrs. Neizen 552 sq. ft. Maximum Capacity 15 Mrs. Jones 575 sq. ft. Maximum Capacity 16 Counselor 527 sq. ft. Maximum Capacity 15 Resource 1 552 sq. ft. Maximum Capacity 15 Overflow Classroom 552 sq. ft. Maximum Capacity 15 Mr. Crawford 690 sq. ft. Maximum Capacity 20 Element/Jr.High Library 1675 sq. ft. Maximum Capacity 47 Jr. High Computer Lab 450 sq. ft. Maximum Capacity 12 Band Room 1560 sq. ft. Maximum Capacity 45 Mrs. Schofield 795 sq. ft. Maximum Capacity 22 Mr. Nordtvedt 783 sq. ft. Maximum Capacity 22 Mr. Duncan 783 sq. ft. Maximum Capacity 22 Mrs. Farwell 783 sq. ft. Maximum Capacity 22 High School Computer Lab 945 sq. ft. Maximum Capacity 27 High School Mr. McCaden 1188 sq. ft. Maximum Capacity 33 Mr. Baird 1188 sq. ft. Maximum Capacity 33 Mr. Rowley 840 sq. ft. Maximum Capacity 24 Mrs. Rohla 840 sq. ft. Maximum Capacity 24 Mrs. Crenshaw 984 sq. ft. Maximum Capacity 28 Mrs. Duncan 1296 sq. ft. Maximum Capacity 37 </p> <ul data-bbox="868 783 1502 1312" style="list-style-type: none"> • Students will be in cohorts based on their grade level • Staggered passing times within the cohorts • Cohorts will be 50 people or less • To assist with students being 6 ft. apart in the cafeteria 6 ft. markers will be on the benches of where the children eat their meals • Teaching physical distancing in all areas of the facility • Efforts will be made to create visuals for students so they know one-way traffic flow and markers so the students stand 6 ft. apart while waiting for lunches or lining up in the hallways • Staggered entries and exits will occur to avoid crowding or gathering • PBIS will be utilized to teach and reteach the new demands put upon students • Staff development/staff meetings will maintain the 6 ft. rule and considering the room size meetings may be held virtually |

1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. | <ul style="list-style-type: none"> • The 35 sq. ft. per person, including staff has been identified and the district is able to confirm that they are able to follow this requirement for onsite learning • Grade levels will determine cohorts (all grades are under 50 students) • Students logs will provide data that shows students will not be in cohorts that exceed 50 people • Daily logs will be kept |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. | <ul style="list-style-type: none"> • The district will minimize interactions between students in different stable cohorts with fidelity by ensuring all push in instruction possibilities are explored • The district has already ordered sanitizing supplies so all classrooms will be stocked with hand sanitizer and sanitizing wipes upon students return • Special Education teachers and general education teachers will continue to work side by side to ensure ADA & IDEA students maintain access to general education, grade level learning standards and to their peers • All staff will engage in professional development to learn about the requirements of wash/sanitize their hands between interactions with different stable cohorts |

1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. | <ul style="list-style-type: none"> • In-service Days have been established for the year and all in services will have a component to address infection control measures that are being implemented to prevent spread of disease • Four additional in-service days have been added to the beginning of the school year to provide instruction to staff on safety precautions pertaining to COVID-19. • Depending on the number of individuals to be contacted, either a personal phone call from the school district administration or School Messenger will be utilized if they have a confirmed case. • The district will utilize communication templates supplied by the Oregon Department of Education to communicate with families |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> • Trouble breathing • Persistent pain or pressure in the chest • New confusion or inability to awaken • Bluish lips or face (lighter skin); greyish lips or face (darker skin) • Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from | <ul style="list-style-type: none"> • Families will be provided education on the symptoms of Covid-19 by newsletters, district webpage resource, district Face Book page, newspaper and radio messaging • Staff will be available to screen students upon entry • Hand sanitizing stations are located at all entry/exit doors • Students will enter/exit at assigned doors • Staggered entry and exit times will be assigned by grade levels • All staff will report daily that they have not been exposed nor are experiencing COVID-19 symptoms |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <p>a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> | |

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p> | <ul style="list-style-type: none"> • Visitors/peers will be unable to work in schools that require in person interaction at this time • Adults allowed in the schools are essential personnel • Virtual participation will be accommodated for visitors |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <p><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.</p> <p><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.</p> <p><input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> • Students should not be left alone or unsupervised; • Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; | <ul style="list-style-type: none"> • All students and staff will be provided face shields or masks • Staff will continually provide accommodations and instruct the student on the safety of wearing the mask, provide space from their peers when the need to take a mask break and provide tips on how to wear the mask • Staff will provide accommodations to meet the requirement for face coverings, the school will work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure by offering different types of face coverings and face shields that may meet the needs of the student, space away from peers while the face covering is removed, short periods of education daily that do not include wearing the face covering while following other health strategies to reduce the spread of disease and provide additional instructional supports to effectively wear a face covering • Additional provisions may apply to students protected under ADA and IDEA |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> • 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. <p>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <p>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; <p>☒ 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.</p> <p>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Students who wish to abstain and have no existing medical conditions will be provided online instruction |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <p>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.</p> <p>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p> | |

1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. <p>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. | <ul style="list-style-type: none"> • Locations at the school district have been established as the isolation location for sick students and staff • Students will have their temperature taken • Staff members tending to the students or staff in the isolation area will have proper PPE on along with hand sanitizer in the isolation area • If a student or staff member needs assistance to their residence because of illness and the parent is home but not able to travel to get their student, all emergency contacts listed on the student/staff information page will be exhausted. If transport is not available immediately the student will remain in the isolation room until transportation is arranged • A log will be kept of students who are exhibiting symptoms and sent home by the Office Manager • Refer to the District Pandemic/Covid-19 plan for appropriate isolation determination and processes • 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." |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." <input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). <input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. | |



2. Facilities and School Operations

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

2a. ENROLLMENT

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. | <ul style="list-style-type: none"> • No student will be dropped from enrollment if they meet the following conditions: <ul style="list-style-type: none"> -Identified as vulnerable or otherwise considered to be a part of a population that is considered to be vulnerable to COVID-19 -Have COVID-19 symptoms for the past 14 days |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. | |

2b. ATTENDANCE

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. | <ul style="list-style-type: none"> • Attendance will be taken for students daily for onsite learning • Attendance will be taken twice per week per ODE Guidance for on-line learning • Online learning attendance includes both participation in class activities and interaction with a licensed teacher or paraprofessional |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. | <ul style="list-style-type: none"> • All students will have their own device • Limited use of computers located in the library and if used they will be cleaned between uses |

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. | <ul style="list-style-type: none"> • Handwashing: Students will be provided age appropriate hand washing education which will include required hand washing as they enter or leave a classroom, before breakfast and lunch, before and after recess and when using the restroom. Students |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. | <p>will be provided hand sanitizer when washing at a sink is not available</p> <ul style="list-style-type: none"> ● Equipment: Equipment and supplies will be cleaned and sanitized before the next cohort/group is accessing the equipment ● Events: Events will be cancelled or conducted virtually with large groups ● Transitions/Hallways: Hallway traffic direction will be marked to show traffic flow. Staggered passing time will be utilized ● Personal Property: Personal property will be limited and students are not allowed to share items with other students. |

2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> 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. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | <ul style="list-style-type: none"> ● Students will have staggered times and specific drop off /entry points and pick up/exit points based on cohorts ● The assigned staff member welcoming at the door will screen students and will mark off if each student has any of the Covid-19 symptoms upon entry. As students are screened they will be signed in by a staff member ● All doors of entry to the school have hand sanitizer placed which is accessible for all students. Upon entry, students are required to sanitize their hands |

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | <ul style="list-style-type: none"> ● Seating: The students will be placed at minimum of 6 ft. apart ● Materials: Sharing of supplies will be limited and when sharing occurs the materials are sanitized in-between uses ● Handwashing: Continual age appropriate instruction (visual/audio) reminders throughout the day will occur pertaining to handwashing, safety precautions and respiratory etiquette |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. | <ul style="list-style-type: none"> • Playground equipment is cleaned daily • Cohorts will be assigned play areas/break times with scheduled times • Students will hand sanitize on the way out to recess and on the way in from recess • Provide continual education regarding safety protocols about the playground • Students will remain in their cohorts and spread out by minimum of 6 ft. during recess • Staff room/common spaces are limited to single person use |

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. | <ul style="list-style-type: none"> • Signage of maximum occupancy will be posted, flow of traffic, designated tables and spots to sit, 6 ft. marking for standing in lines and seating will be in place • Staggered scheduling and multiple lunch rooms will be used to assist with cohorts staying stable • Hand sanitizer will be use upon entering the cafeteria and exiting the cafeteria • Cleaning of the tables and meal touch points between cohorts • Staff will eat snacks/meals in their classrooms or other designated space of their choice |

2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of | <ul style="list-style-type: none"> • Bus drivers will wear masks as well as students |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p>the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p> <ul style="list-style-type: none"> ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> • The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. • The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> • If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. | <ul style="list-style-type: none"> • Students will load the bus from the back of the bus to the front of the bus and upon drop off the will unload from front to back with an assigned seat • The district will review with the transportation company the District Pandemic/Covid-19 plan along with the Reentry Blueprint prior to the school year beginning • Provide surplus face masks to the drivers for the students in case the student forgets their mask |

2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or | <ul style="list-style-type: none"> • All frequently touched surfaces will be cleaned multiple times per day and daily records will be maintained with the Office Manager • Ventilation systems will be checked and maintained monthly |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <p>health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</p> <ul style="list-style-type: none"> ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). | |

2k. HEALTH SERVICES

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

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> ☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. | |

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p> | <ul style="list-style-type: none"> • Education will be provided on following the social distancing requirements when implementing safety drills • Students will sanitize upon entry after the safety drill |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short</p> | <ul style="list-style-type: none"> • Staff will follow behavior plans and collaborate to adjust the plans to instruct social distancing and preventive instruction • Staff will build and review a student’s schedule to ensure that it meets the students’ needs • Staff will review effective methods of deescalating students to support students who are dysregulated, escalates and/or exhibiting self-regulatory challenges |

OHA/ODE Requirements**Hybrid/Onsite Plan**

(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.

Protective Physical Intervention

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation). | |



3. Response to Outbreak

3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. | <ol style="list-style-type: none"> 1. Administration will be responsible for surveillance and infection control. 2. Increase emphasis on good health habits to stop transmission, especially handwashing, respiratory etiquette, and avoiding touching the eyes, nose, and mouth. <ol style="list-style-type: none"> a. Make soap dispensers or hand soap available in all employee and student restrooms. b. Custodial staff will institute a schedule to ensure that soap dispensers are refilled regularly. c. Provide education to employees, students and parents on hand hygiene, respiratory etiquette, avoiding touching the eyes, nose, and mouth. d. Assure that employees, students and essential personnel can sanitize their hands when entering and leaving the facility. 3. Emphasize frequent cleaning and disinfection of high touch areas, i.e., doorknobs, keys, telephones, etc. 4. Monitor weekly county case rates 5. Provide routine training about transmission and prevention and control measures. |

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. | <ul style="list-style-type: none"> • See Communicable Disease Plan and state guidance on metrics |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. | <ul style="list-style-type: none"> • See Communicable Disease Plan and state guidance on metrics |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. | |



ASSURANCES

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

This section does not apply to private schools.

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

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

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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