OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/4/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sweet Home Charter School
Key Contact Person for this Plan	Jeff Tompkins
Phone Number of this Person	541-367-1833
Email Address of this Person	jtompkins@piecharters.org
Sectors and position titles of those who informed the plan	Mary Northern- P.I.E., Inc. – Director of Operations Scott Richards- P.I.E., Inc. – Maintenance/Transportation Superintendent Audrey Richards- Sand Ridge Charter School (K-2) Principal Cara Osborne- Sand Ridge Charter School (3-8) Principal Jeff Tompkins- Sweet Home Charter School Principal Emily Dahlgren- Sand Ridge Charter School, Gr. 3 Teacher Naomi McDowell- Sand Ridge Charter School, MS Teacher
Local public health office(s) or officers(s)	Linn County Public Health https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Linn.pdf
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jeff Tompkins
Intended Effective Dates for this Plan	August 24, 2020 – June 3, 2021
ESD Region	LBL ESD

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

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.

In order to fully analyze the readiness, views, and desires of all of our school community, multiple opportunities for collaboration and input were provided which informs this plan. Feedback and input were directly collected as part of the "P.I.E. Schools Survey- Planning for Reopening." Additional information was collected during the 2019-20 school year as part of the "School Closure Educational Support- Family Survey" as well as a "Distance Delivery- Staff Survey" in which a large number of responses were received. Throughout the current academic year multiple other online surveys have been conducted to gauge distance learning and in-person program effectiveness and further analyze the desires expressed by members of the school commuity. Informal communications as well as direct interaction with families in small focus-group sessions allowed further engagement with all members of the school community, including those often underserved and marginalized. As a part of the development of this plan, collaborative opportunities involved the Director, Administrators, and Staff.

Overwhelming support was voiced routinely, by all stakeholders, for a desire to return to in-person instruction which operates in accordance with guidance but feels as normal as possible to students, families, and staff. Students, families, and staff all voiced challenges as related to connectivity and an overall preference and desire to return to an in-person, on-site learning environment. As a rural charter school, our student population comes from a wide variety of locations. As evident during the implementation of Distant Learning for All, some students and even staff had issues pertaining to online access and reliable connectivity. In an effort to ensure equity, we must provide access for all to our educational setting.

As a small learning community, we have and will continue to reach out to all families via our school website as well as electronic and direct personal communications. Not only will our Operational Blueprint be made available to all members of our school community but we will also feature specific training of procedures, new protocol, and policies for all students, staff, and parents.

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) 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.
N/A- Return to In-person instruction for Grades K-6

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.
N/A- Operating with an In-person instructional model

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.
Students will participate via in-person instruction unless forced to participate in distance learning due to COVID exposure.

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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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).

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1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting.	Please see P.I.E., Inc. Communicable Disease Plan- Link: **Click Here**
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	• The Communicable Disease Management Plan will remain in place for the entire 2020-21 school year as will the plans outlined in this Operational Blueprint. Plans will remain effective for the school year, pending any future changes or alterations, as the operational procedures, policies, and plans will be continually reviewed and will remain subject to change based upon and in accordance with guidance from local, state, and federal officials/organizations.
☒ 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide all logs and information to the LPHA in a timely manner.	
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained.	
☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	
☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.	All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member. **Staff** • Staff members will be given the opportunity to pursue leave options. **Students** • All students identified as vulnerable either by a physician, or parent/guardian notification, will be given the option to enroll in Comprehensive Distance Delivery instruction with regular/frequent check-ins per the proposed CDL plan. • Students who experience disability will continue to receive specially designed instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.	• Students who experience language services will continue to receive English Language Development.
☒ 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:	**Visitors/Volunteers** Visitors/Volunteers will be unable to work in the school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.
• Communicate with parents and health care providers to determine return to school status and current needs of the student.	
• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.	
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.	
• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.	
• Service provision should consider health and safety as well as legal standards.	
• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.	
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.	
• High-risk individuals may meet criteria for exclusion during a local health crisis.	
• Refer to updated state and national guidance and resources such as:	
o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.	
o ODE guidance updates for Special Education. Example from March 11, 2020.	
o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'	
o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.	**Overall:** • Remove extra furniture to make more room • Remove fabric-covered furniture • Assign seating to maximize physical distancing and minimize physical interaction.
☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	• Each class will support physical distancing with one teacher and one assistant per class cohort responsible for overall

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	instructional support in order to support, encourage, and ensure physical distancing. • Advantageously, as a small school with a student population of approximately 140 students, take advantage and utilize all spaces in the school's large classrooms, additional open rooms in the building, and outdoor spaces in order to maximize instruction. • Develop class rosters with approximately 18-20 students but limited to no more than 24 students per classroom cohort to strive to ensure that each cohort is no larger than 25 people. **School Building Capacity:** • Office 355 usable ft²: capacity of no more than 10 people • Gymnasium (used for cohort-based PE instruction, indoor recreation as needed for recess) 4,725 usable ft²: capacity of no more than 135 people • Cafeteria (Room 10) (will be utilized as an extra educational/instructional space) 980 usable ft²: capacity of no more than 28 people • Kindergarten (Room 4) 988 usable ft²: capacity of no more than 28 people • 1st Grade (Room 14) 980 usable ft²: capacity of no more than 28 people • 2nd Grade (Room 15) 960 usable ft²: capacity of no more than 27 people • 3rd Grade (Room 5) 933 usable ft²: capacity of no more than 26 people • 4th Grade (Room 6) 933 usable ft²: capacity of no more than 26 people • 5th Grade (Room 3) 864 usable ft²: capacity of no more than 24 people • 6th Grade (Room 9) 980 usable ft²: capacity of no more than 28 people • Staff Room (Room 2) 864 usable ft²: capacity of no more than 24 people • Computer Lab (Room 7) 621 usable ft²: capacity of no more than 17 people • Music Room (Room 8) (will not be utilized for specialist instruction at this time. Can/will be utilized as an extra educational/instructional space as needed) 621 usable ft²: capacity of no more than 17 people **Additional Considerations:** Special education services will be planned and provided by Case Manage in collaboration. Itinerant staff service will maintain physical distancing. If physical distancing cannon be maintained with direct services, the IEP team will convent to determine appropriate services and next steps. Speech/Language Services: one room will be designated for speech and language cohort groups. SLP staff will be required to wear a face shield. Elective Instruction: All nonessential electives will be eliminated to minimize risk. PE Instruction: PE classes in the gymnasium, outside, or in classrooms with cohort groups and staff assigned to the specific cohort; provided enough time for cleaning and sanitation between groups if using common spaces.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.
☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
	Below are the identified stable cohorts to ensure capability for carefully tracking attendance to support contact tracing. Cohorts will be maintained as much as possible.
	• Advantageously, as a small school with a student population of approximately 140 students, take advantage and utilize all spaces in the school's large classrooms, additional open rooms in the building, and outdoor spaces in order to maximize instruction via small cohorts.
	
	1) Transportation
	• Transportation of students will not be provided at this time.
	• Bus service may be reinstituted, only in the event that it is deemed necessary and/or state guidance and regulations pertaining to transportation are eased/changed, throughout the school year. In the event that the transportation of students were to resume, the following would apply:
	   o This is a stable group of students each day.
	   o Stable groups can be varied by AM/PM routes.
	   o Updated contact-tracing logs are required for each run of a route.
	
	2) Classroom Cohorts
	• K-6th grade Classroom cohorts are grade-level based cohorts which will be maintained throughout the school year.
	   o Class rosters will be created with approximately 18-20 students but limited to no more than 24 students per classroom cohort to strive to ensure that each cohort group is no larger than 25 people.
	• Arrival/Departure, Breakfast/Lunch, Recess, PE, and whole class instructional activities will take place in the classroom and/or are cohort-based.
	
	3) Speech/Language
	• This stable group is maintained as much as possible.
	
	4) Special Services (Special Education & Tutoring)
	• To the extent possible, students receiving supports beyond core instruction will receive these supports within their grade band cohort.
	• When student needs or administrative logistics require a student to be pulled from the classroom for individualized or small group support, all efforts will be made to maintain the classroom cohort. However, if a student is pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements.
	5) Before & After School Program / Childcare
	These are stable groups of students each day with updated contact-tracing logs required.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Please see P.I.E., Inc. Communicable Disease Plan- Link: **Click Here** • The safety committee will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease. • The safety committee will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. • The safety committee will update communicable disease plan with communication protocols. • Every parent/guardian will be provided with access to the operational blueprint, Communicable Disease Management Plan, and a letter outlining policy for exclusion. Parents/guardians will sign the Family agreement acknowledging and accepting the school's policy.

<h2 style="text-align:center">1f. ENTRY AND SCREENING</h2>

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
 • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
 • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
 • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
 • Emergency signs that require immediate medical attention:
   o Trouble breathing
   o Persistent pain or pressure in the chest
   o New confusion or inability to awaken
   o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
   o Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
 • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
 • Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	Screening Students:
	 • Students will be visually screened by staff. Upon entry to the building, and as merited, student screening will include a mandatory temperature check (A fever will be considered as a temperature of 99.5 °F or higher).
	 • When a screening indicates that a student may be symptomatic, the student is directed to the office where the established isolation and exclusion protocol will be implemented.
	Entry
	 • Handwashing/Hand sanitizer protocol for building entry will be followed
	 • Students & staff will enter/exit the school through an assigned point of entry based upon their grade/classroom cohort location
	   o Hand Sanitizer stations will be available at all entry points.
	   o Students will wash hands upon entry to the classroom and before/after all transitions and/or movement around the building as well as before and after the consumption of food.
	   o Meals will be consumed in the classroom.
	 • Assigned staggered start/end times will be utilize to minimized congestion and interaction between cohort groups during drop off/ pick up
	
	Screening Staff:
	 • Staff are required to report when they may have been exposed to COVID-19
	 • Staff are required to report when they have symptoms related to COVID-19.
	 • Staff members will complete daily building entry screening.
	
	Ongoing:
	Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving or with a note from a medical provider.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Staff and students will not be excluded if they exhibit a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school, per note from a medical provider. Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors/Volunteers will be unable to work in the school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
   o Students should not be left alone or unsupervised;
   o Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
• Provide additional instructional supports to effectively wear a face covering;
• Provide students adequate support to re-engage in safely wearing a face covering;
• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
• Additional guidance for nurses and health staff.
Protections under the ADA or IDEA
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
	• Face Shields will be provided for all staff members. Staff members will be required to use face shields and/or facial coverings whenever they are within and/or unable to guarantee a minimum of six feet of distance from another individual.
	
	• In compliance with the guidance, facial coverings will be required for use by all children according to the CDC guidelines and protocols as outlined by ODE and OHA. Facial coverings will be made available, as needed, and the wearing and/or inability to wear a facial covering will never prohibit or prevent access to instruction or activities.

OHA/ODE Requirements	Hybrid/Onsite Plan

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
 	
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
    • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.
    • Consider required physical arrangements to reduce risk of disease transmission.
    • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
    • Additional guidance for nurses and health staff.
 	
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
    • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
    • If able to do so safely, a symptomatic individual should wear a face covering.
    • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
 	
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
 	
☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."*
 	
☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
 	
☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.
	Please see P.I.E., Inc. Communicable Disease Plan- Link: **Click Here**
	• The school principal will weekly review the plan, updates, and isolation measures taken to that point.
	• All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.
	• While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
	• Staff will maintain student confidentiality as appropriate.
	• Daily logs must be maintained containing the following:
	    o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
	    o Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs
	• Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
	    o the passage of 14 calendar days after exposure; and symptoms have been resolved for 72 hours without the use of anti-fever medications.

2. Facilities and School Operations

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

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

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the	• Attendance will be taken daily on instructional days.

OHA/ODE Requirements	Hybrid/Onsite Plan
instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	• Attendance policies and plans will encourage staff and students to stay home if they or someone in their house is sick • Teachers and/or school secretary will notify the principal when the absence rate has increased by 20% or more. • The principal will report an increase to the district RN. • Teachers will document students with respiratory illness.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution for classroom use.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.
☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.
	• **Hand Washing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.
	
	• **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.
	
	• **Events:** Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.
	
	• **Transitions/Hallways:** Hallway traffic direction marked to show travel flow
	
	    ○ **Classroom line up:** students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.
	
	        ■ Line up areas are to be marked with visual cues to indicate adequate physical distance.
	
	• **Personal Property:** Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g.,

OHA/ODE Requirements	Hybrid/Onsite Plan
	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 not shared with other students. • **Restrooms:** Each cohort will have an assigned restroom and designated schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
    • Eliminate shared pen and paper sign-in/sign-out sheets.
    • Ensure hand sanitizer is available if signing children in or out on an electronic device.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	• Students will have staggered drop-off and pick-up times and assigned entry/exit locations by cohort and grade level.
	• Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing.
	• Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.
	• Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.
	• Share with families the need to keep drop-off/pick-up interactions as brief as possible.
	• Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces *s*o that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• **Seating:** Rearrange student desks and tables ensure social distancing; assign seating so students are in the same seat at all times. • **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 frequently. Hand sanitizer and tissues will be available for use by students and staff. • **Hand Washing:** Post age appropriate signage and provide regular reminders for hand washing. • **Furniture:** All upholstered furniture and soft seating has been removed from the school building. • **Classroom Procedures:** All classes will use an assigned cubby or storage spaces for individual student belongings. Students will be prohibited from bring personal belongings from home. • **Personal Hydration:** All water fountains will be closed for direct access other than the filling of personal water bottles. All students will be encouraged to bring their own water bottle to refill and drink from.

OHA/ODE Requirements	Hybrid/Onsite Plan
	• **Seating:** Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Classes may use the playground for recess on a staggered scheduled throughout the school day. • All playground equipment will be disinfected daily and in between each cohort group. • Students must wash/sanitize hands before and after using playground equipment. • Classes can/will use the gymnasium for recess if/when available. o If the gymnasium is not available, students can have recess in their classroom. • Cleaning requirements must be maintained; refer to section 3j. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. • Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods.	• Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. • All meals will be eaten in the classroom until further notice. • All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. • Students will not share utensils or other items during meals. • Each table/desk will be cleaned prior to meals being consumed.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☒ 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).
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.
   • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
     ○ 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.
     ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.
	• No P.I.E., Inc. bus transportation services will be provided at this time.
	   ○ Plans for the transportation of students via the P.I.E., Inc. bus are subject to change and may be reinstituted. This will only be done in the event that service is deemed necessary and/or state guidance and regulations pertaining to transportation are eased/changed, over the course of the school year.
	   ○ If made available, transportation services will comply with all state guidance, regulations, and recommendations present at the time, in the event that service was to become operational.
	• District-provided bus transportation services from the charter school campus will not be provided/available at this time.
	   ○ If made available, any/all district-provided transportation services (i.e. afterschool transportation to the Boys & Girls Club, etc.) will comply with the policies, procedures, and protocols of the sponsor district.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide,	• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. ○ Follow CDC guidelines for cleaning. • Ventilation systems will be checked and maintained monthly by maintenance staff.

OHA/ODE Requirements	Hybrid/Onsite Plan
citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	
☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	
☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	• Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.
☒ 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).	• Schools will practice appropriate communicable disease isolation and exclusion measures.
	• Staff will participate in required health services related training to maintain health services practices in the school setting.
	• COVID-19 specific infection control practices for staff and students will be communicated.
	• Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.
	• Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.
	• Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the	N/A- This section does not apply

OHA/ODE Requirements	Hybrid/Onsite Plan
instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills should not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	• Students and staff will participate in required emergency procedure related training and routinely participate in emergency drills in accordance with all requirements and timeframes when the school is open for in-person, on campus instruction. • To the extent possible, students and staff will remain in cohorts during emergency drills and will maintain appropriate social distancing • All students and staff will be required to wash their hands upon reentry to the building/classroom upon the completion of each drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

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

OHA/ODE Requirements	Hybrid/Onsite Plan
● 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** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	• Coordinate Communication with the Local Public Health Authority. • If the region impacted is in Clackamas County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. • When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. • Identify baseline absentee rates to determine if rates have increased by 20% or more. • Temporarily dismiss students attending childcare facilities, K12 schools. • Modify, postpone, or cancel large school events as coordinated with LHD. • Work with LHD to establish timely communication with staff and families. • When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. • Establish a specific emergency response framework with key stakeholders. • If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with **legal preparedness processes**

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	Please see P.I.E., Inc. Communicable Disease Plan- Link: **Click Here** • In the event of a closure, as deemed necessary/recommended by the local health authority, the school will initiate a short-term Distance Learning Model • The P.I.E., Inc. Safety Committee, in coordination with the district nurse and/or local health authority, will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families in the event of a closure.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	Please see P.I.E., Inc. Communicable Disease Plan- Link: **Click Here** • Plan instructional models that support all learners in comprehensive distance learning. 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.

ASSURANCES

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

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

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

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

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