



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Veneta Elementary School- Fern Ridge School District 28J
Key Contact Person for this Plan	Lisa Leatham
Phone Number of this Person	541-935-8225
Email Address of this Person	lleatham@fernridge.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent, Special Education Director, Technology Director, Facilities Director, Maintenance Director, Food Service Director, Transportation Supervisor, Building Administration, Certified Staff, Classified Staff, Association Leadership, Parents, Students
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Lisa Leatham
Intended Effective Dates for this Plan	February 2021-June 2021

<sup>1</sup> For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings. <sup>2</sup> For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

<sup>2</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

ESD Region	Lane ESD
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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.

Throughout our planning process the district has maintained a desire to support the diverse needs of students, families, and employees in the Fern Ridge School District. Our re-opening committee began each session discussing equity and reviewing our equity tool and resources.

A survey was done in conjunction with our local ESD. Data was collected and shared with all members of our re-opening committee. The data collected included preferences for both in-person and distance learning, as well as challenges our families are experiencing. Our committee included 30+ people including students, parents, association leadership, administrators, department heads in facilities, maintenance and technology, as well as teachers and classified staff from each building. This information, along with data related to student engagement and success will be used to identify focal communities of students in need of targeted support. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year.

Because our planning meetings, that occurred each Tuesday, happened during the workday as well as on-site and it person, it made it difficult for many of the underrepresented families/parents to actively participate. To engage families more, on Wednesday afternoons during the month of July a virtual google meet was held where the Superintendent shared our current planning, challenges we are facing, and general information. At each meeting questions were asked by parents and community members and answers given. Suggestions that were offered were taken back to the committee to be considered.

Across our district, our focal students will have preference to in-person learning, when not available for all.

Our District demographics show:

- 46% access free and reduced lunch
- 2% African American
- 15% experience special needs and are on IEPs.
- 4% require accommodations from a 504 Plan
- 1 % are emerging bilingual students

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

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Not applicable – instruction will be provided through an On-Site or Hybrid Learning model.

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

Not applicable – instruction will be provided through an On-Site or Hybrid Learning 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.**

Not applicable – instruction will be provided through an On-Site or Hybrid Learning model.

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

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

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

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



# 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a> . <ul style="list-style-type: none"> <li>OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Risk Assessment conducted on 1/29/21</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a> . <ul style="list-style-type: none"> <li>Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule <a href="#">OAR 437-001-0744(3)(h)</a>.</li> <li>OSHA has developed a sample <a href="#">infection control plan</a>.</li> </ul> <input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly <input checked="" type="checkbox"/> submissions and resolutions are shared in some format. Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national <input checked="" type="checkbox"/> evidence to inform plan. Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical <input checked="" type="checkbox"/> distancing is maintained to the maximum extent possible. Protocol to notify the local public health authority ( <a href="#">LPHA Directory by County</a> ) of any confirmed COVID-19 cases among students or <input checked="" type="checkbox"/> staff. Plans for systematic disinfection of classrooms, common areas, <input checked="" type="checkbox"/> offices, table surfaces, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.	<ul style="list-style-type: none"> <li>The Fern Ridge School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. Our plan has a specific COVID-19 amendment. The plan and the COVID-19 amendment can be found on our District website at the following two links:                <a href="https://www.fernridge.k12.or.us/wp-content/uploads/2020/06/FRSDCommunicable-Disease-Management-Plan.pdf">https://www.fernridge.k12.or.us/wp-content/uploads/2020/06/FRSDCommunicable-Disease-Management-Plan.pdf</a>  <a href="https://www.fernridge.k12.or.us/wp-content/uploads/2020/07/FRSD.CDMP-addendum.pdf">https://www.fernridge.k12.or.us/wp-content/uploads/2020/07/FRSD.CDMP-addendum.pdf</a> </li> <li>The Fern Ridge School District also follows our School Board Policies GBEBB and JHCC, as well as JHCC-AR.</li> <li>Lisa Leatham, Veneta Elementary Principal, serves as the point person for enforcing protocols related to RSSL guidance.</li> <li>A locked drop box has been established for named and anonymous sharing of COVID related concerns.</li> <li>Teresa Parsons, the FRSD nurse, provides support and resources to staff, students, and families in conjunction with officials at Lane County Public Health.</li> <li>All staff was trained in COVID protocols at the beginning of the school year and protocols are reviewed at least once per month at staff meetings.</li> <li>Screening protocols and daily cohort logs with all required information are used at entrances to the school and are kept current throughout the day, then returned to the office for entry into a saved binder. Cohort logs are kept the requisite four weeks.</li> </ul>

Provide all logs and information to the LPHA in a timely manner.

- Isolation room has been designated, staff have been trained to man the room
- Communication of potential COVID-19 cases has a protocol and is used

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.

**OHA/ODE Requirements**

**Hybrid/Onsite Plan**

- If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☒ Required components of individual daily student/cohort logs include:
  - Child’s name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information
  - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
  - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
  - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- ☒ 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 COVID19.
- ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE’s COVID19 Weekly School Status](#) system.
- ☒ 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 (*including outside*), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

- Students**
- All students identified as vulnerable, either by a physician, or parent/guardian notification, at parent request will be enrolled in comprehensive distance learning.

**Requirements for Medically Fragile, Complex and Nursing-Dependent Student**

**Requirements**

All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:

1. **Medically Complex:** Are students who may have an unstable health condition and who may require daily professional nursing services.
2. **Medically Fragile:** Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. **Nursing-Dependent:** Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.](#)

- Parents will be able to choose the on-line model or on-site model that is most appropriate for their student.
- A school team, including a district nurse shall be available for parent concerns regarding 504 plan needs or supports for medically fragile or vulnerable students and/or family members.
- Any medically fragile ELL student will have a plan developed that allows them to continue to be served.

**OHA/ODE Requirements**

**Hybrid/Onsite Plan**

- ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
  - Communicate with parents and health care providers to determine return to school status and current needs of the student.
  - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
  - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
  - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
  - Service provision should consider health and safety as well as legal standards.
  - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
  - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
  - High-risk individuals may meet criteria for exclusion during a local health crisis.
  - Refer to updated state and national guidance and resources such as:
    - 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.

**Staff**

- Plan includes all staff self-identifying as vulnerable or part of a vulnerable household
- Consider all leave options available
- Redeployed options could include (if available)
  - Maintenance projects, custodial work, office work without student/staff contact
  - On-line instruction and support

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements

Hybrid/Onsite Plan



<p>☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> <li>• Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator</li> </ul>	<p><b>Overall:</b></p> <ul style="list-style-type: none"> <li>• Remove extra furniture to make more useable space</li> <li>• Assign seating to maximize physical distancing and minimize physical interaction</li> </ul> <p><b>Physical Distancing:</b></p> <ul style="list-style-type: none"> <li>• <b>Kindergarten-5th Grades (Classrooms)-</b> Total of 12 classes (Two classrooms at each level). Classes will meet on an A/B schedule, with half of each class meeting T/Th and half</li> </ul>
<p><b>OHA/ODE Requirements</b></p>	<p><b>Hybrid/Onsite Plan</b></p>
<p>to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</p> <p>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p> <p>☒ 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.</p> <p>☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</p> <p>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p> <p>☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<p>meeting W/F. This will create cohorts of no more than 19 students and one teacher in each classroom daily. Square footages in Kindergarten-5th grade classrooms vary from 714 sq ft (19 students max with one teacher) to 989 sq ft.(27 students max with one teacher). Each class will be taught by one teacher.</p> <ul style="list-style-type: none"> <li>• <b>Staff-</b> Grade level, staff, and union meetings are held virtually whenever possible</li> </ul> <p><b>Additional Considerations for Specialists:</b></p> <ul style="list-style-type: none"> <li>• <b>Structured Learning Classroom</b> (8 students K-5 and 4 adults): Class will meet 4 days per week, Tues-Fri, with all students in attendance.</li> <li>• <b>Special Education Services</b> will be planned and provided by case manager and instructional assistants as pull out services in the special education classroom. When possible, classroom cohorts will be maintained. Cohorts will be limited in size and square footage requirements will be met.</li> <li>• <b>Title Services</b> will be provided in classroom by instructional assistants assigned to each cohort and/or grade level (instruction planned by Title teacher in conjunction with classroom teacher).</li> <li>• <b>Speech/Language Services</b> will be provided in Speech/Language classroom in cohort groups. SLP will be provided face shield and/or plexiglass partition. When able, Zoom sessions will be provided in lieu of face to face contact.</li> <li>• <b>PE Instruction</b> will be scheduled in the gymnasium, outside on the blacktop or in the field, or in the classrooms with cohort groups. Ample cleaning and sanitation time will be scheduled between cohorts if using common spaces.</li> </ul> <p><b>Traffic Flow:</b></p> <ul style="list-style-type: none"> <li>• Colored tape will be placed on entry and hallway floors corresponding with grade level/cohort flow patterns.</li> </ul>

**1d. COHORTING**

<p><b>OHA/ODE Requirements</b></p>	<p><b>Hybrid/Onsite Plan</b></p>
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<ul style="list-style-type: none"> <li>☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>3</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.</li> </ul>	<p><b>In-building cohorts:</b></p> <ul style="list-style-type: none"> <li>● <b>Kindergarten-5th Grade Cohorts-</b> These grade level cohorts will be maintained throughout the year. They will also be maintained for each subject/area throughout the day (PE, recess, lunch, Title, etc.).</li> <li>● <b>SLC Cohort-</b> The Structured Learning Classroom will be an individual stable cohort.</li> <li>● <b>Special Education Cohorts-</b> Small Special Education cohorts will be created by grade level for pull out programs in the Special Education classroom. These cohorts will be stable as much as possible.</li> <li>● <b>Speech and Language Cohort-</b> Speech and Language cohorts will be small and stable, as much as possible.</li> </ul>
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, gradelevel academic content standards<sup>4</sup>, and peers.</li> <li>☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> <li>☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Behavior Cohort-</b> Behavior services should be able to be provided on a one on one basis, so no new cohorting is required.</li> <li>• Each classroom/teacher has a cohorting log that will be kept throughout the day, from entry screening to dismissal.</li> <li>• Grade levels are assigned separate bathroom facilities</li> <li>• Students in all cohorts have access to general education, grade level academics, and peers</li> <li>• Staff who interact with multiple cohorts have a reduced number of students daily.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> </ul>	<ul style="list-style-type: none"> <li>● Prior to the start of the school year, a letter was shared with all families in their native language that outlined: <ul style="list-style-type: none"> <li>○ The instructional model</li> </ul> </li> </ul>

<sup>3</sup> The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

<sup>4</sup> Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

- ☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) of the *Ready Schools, Safe Learners* guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- ☒ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  - OSHA has developed a [model notification policy](#). Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-
- ☒ 19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.

- The rationale/planning and vision behind it
- Specific infection control measures being undertaken
- Beginning on July 8th, the FRSD Superintendent held virtual google Q and A meetings (promoted on website and social media), where parents and community members could log in and ask questions. They have been well attended. These have continued as needed throughout the year.
- A communication with all staff occurred in August, prior to the first day they returned, that outlined district protocols. Labor leadership from both associations have been involved throughout our planning process. Beginning Wednesday, July 29th, the Superintendent held virtual meetings for staff only where information could be shared, and questions could be asked and answered.
- All staff were trained at beginning of year in COVID protocols
- Time is allotted at monthly staff meetings for COVID safety related topics
- A drop box for anonymous staff COVID related issues has been placed in office and will be monitored weekly.
- Updated information will be shared with families throughout the year as needed/required.

**OHA/ODE Requirements**

**Hybrid/Onsite Plan**

- ☒ Provide all information in languages and formats accessible to the school community.

**1f. ENTRY AND SCREENING**

**OHA/ODE Requirements**

**Hybrid/Onsite Plan**

- ☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
  - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
  - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
  - Emergency signs that require immediate medical attention:
    - Trouble breathing
      - Persistent pain or pressure in the chest
      - New confusion or inability to awaken
    - Bluish lips or face (lighter skin); greyish lips or face

- **Arrival and Entry:** Cohorts will be assigned an entry door (either classroom back door or individual main entry door) for morning arrival. See attached detailed map. Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classrooms OR students will utilize classroom stations to wash hands upon entry.
- **Screening Students Upon Entry:** At each door, school staff (classroom teacher or instructional assistant) will screen students for symptoms. Students with symptoms will proceed to the isolation room to await nurse appraisal/parent pick up.
- **Logging for Contact Tracing:** Upon entry to building (outside classroom door or main entrance door), screening staff will enter required information (entry time and screening results) onto log for each child.
- **Screening Staff:** Staff will all sign a COVID-19 report daily. Staff are required to inform building admin when they have



<ul style="list-style-type: none"> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <ul style="list-style-type: none"> <li>☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <i>Ready Schools, Safe Learners</i> guidance.</li> </ul>	<p>this time. Adults in schools are limited to essential personnel only.</p> <ul style="list-style-type: none"> <li>• Essential visitors (maintenance workers, district office personnel) must wash or sanitize their hands upon entry and exit. Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic</li> </ul>
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**1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</li> <li>☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</li> <li>☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FACIAL MASKS/COVERINGS:</b> The district will follow all ODE guidance regarding face coverings. Currently the district has purchased reusable masks for all employees. We have purchased N-95 masks for certain custodial staff, as well as 4000 disposable masks. We will be purchasing additional as needed.</li> <li>• <b>FACIAL SHIELDS:</b> The district will have face shields for all staff. Shields will be allowed for any staff needing them as directed by ODE guidelines.</li> <li>• <b>BARRIERS:</b> Physical barriers have been purchased and will be available for all areas as required by ODE guidelines. In addition, a pool of movable barriers will be available in the office for use around the building as individual needs arise throughout the day.</li> <li>• Mask Break areas have been designated in classrooms as well as on the playground and in the gym.</li> </ul>

- ☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.

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- [Additional guidance](#) for nurses and health staff.
  - ☒ **mmodations under ADA or IDEA and providing FAPE while ding to Face Covering Guidance**  
 If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
    - Offering different types of face coverings and face shields that may meet the needs of the student.
    - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
    - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
    - Additional instructional supports to effectively wear a face covering.
  - ☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

- ☒ • ; and districts must comply with the established IEP/504 prior to the closure of in-person instruction in March of 2020, current plan in effect for the student if appropriately modified after March of 2020.  
If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
  2. Not make placement determinations solely on the inability to wear a face covering.
  3. Include updates to accommodations and modifications to support students in plans.
- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
  2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
    - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
    - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
  3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site

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instruction with accommodations, or Comprehensive Distance Learning.

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

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the <a href="#">COVID-19 Exclusion Summary Guide</a>. <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs. Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</li> <li>• School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> </ul> </li> </ul>	<p>A designated primary isolation area (Room 17) will be used for students and staff who are symptomatic. This room was chosen due to its ventilation system (in consultation with the district nurse) which is not connected to other rooms.</p> <ul style="list-style-type: none"> <li>• Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>• Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>• Secondary isolation areas may be identified if/as needed.</li> <li>• Logs must be maintained for every student who enters the health rooms and isolation rooms, regardless of whether they are treated or sent home. Logs will include: <ul style="list-style-type: none"> <li>○ Name of student</li> <li>○ Time of symptom onset</li> <li>○ Reported symptoms/reason for health room visit</li> <li>○ Action taken</li> </ul> </li> <li>• 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: <ul style="list-style-type: none"> <li>- the passage of 14 calendar days after exposure; and -</li> <li>- symptoms have been resolved for 72 hours without the use of antifever medications.</li> </ul> </li> <li>• Students not able to be at school due to isolation and/or quarantining will be offered a remote option of learning</li> </ul>
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p>	



- ☒ 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 COVID19 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.
- ☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li>☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will be enrolled following the Oregon Department of Education guidelines.</li> <li>• No student will be dropped for non-attendance if they meet ODE guidelines.</li> <li>• Principal, teachers, and other school staff continue to attempt re-engagement of students with frequent absences</li> <li>• School staff offers at least weekly support in the case of prearranged absences or COVID-19 absences</li> </ul>

- ☒ 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

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

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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).</li> <li>☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li>☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li>☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance will be taken daily.</li> <li>● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>● Secretary will notify the principal when the absence rate has increased by 10% or more from beginning of year baseline.</li> <li>● These increases will be reported to the Superintendent and district nurse.</li> <li>● Student attendance expectations were shared with families via the school and district websites and are on the FRSD COVID-19 page</li> </ul>

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<ul style="list-style-type: none"> <li>● Sanitation protocols will be developed and implemented, including but not limited to cleaning keyboards between cohort use.</li> </ul>

- ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

- Plan for technology support and replacement, including budget will be implemented by the district
- PD for staff, students and parents will be available.
- Parent survey regarding connectivity completed and data reviewed.

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> All students will have access to hand washing at required times. Opportunity for frequent hand washing will be provided throughout the day.</li> <li>● <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. Each student will have a personal basket for use in the classroom that will hold his/her school supplies, notebooks, and textbooks.</li> <li>● <b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery and reentry procedures. Plans and training for staff and students will occur at the building level prior to any drill.</li> <li>● <b>Events:</b> All assemblies, special performances, school wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed and executed in a manner that allows for appropriate physical distancing to be maintained throughout.</li> <li>● <b>Transitions/Hallways:</b> Hallways traffic direction will be marked by individual colored tape/markers to show traffic flow of individual classes.</li> <li>● <b>Personal Property:</b> Personal items will be limited to refillable water bottles and school supplies. Personal items must be labeled before being brought to school and will not be shared with other students.</li> <li>● <b>Restrooms:</b> Each cohort will have a designated bathroom area to use throughout the day, as space allows. If this cannot be maintained, touchpoints in restrooms will be cleaned multiple times throughout the day. Stalls will be marked with individual classroom/grade level colored tape to show designation.</li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Screening:</b> Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is escorted by staff to the</li> </ul>

- ☒ 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.

isolation room.

- **Arrival:** Students will arrive between 7:30 and 7:55am and will proceed to their appointed entry door, where screening will occur.
- **Dismissal:** Grade levels will be dismissed in a staggered manner so that no two grade levels are in the hallways at the same time. Students being picked up by parents will be dismissed in front of the building (outside) at designated classroom areas.
- **Sign in/ Sign out Procedures:** Each teacher or instructional assistant will use a sign in/sign out protocol to help facilitate contact tracing. Staff will fill out either paper/pencil sign in/out or an online sign in/out. Hand sanitizer will be available at arrival/dismissal area for use if needed.

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet	<ul style="list-style-type: none"> <li>• <b>Seating:</b> Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. Each class will have visual aids (e.g., painter's tape, stickers, etc.)</li> </ul>
OHA/ODE Requirements	Hybrid/Onsite Plan
<p>per person; assign seating so students are in the same seat at all times.</p> <ul style="list-style-type: none"> <li>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.           <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<p>to illustrate traffic flow, appropriate spacing, assigned seating areas.</p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> Sharing of community supplies will not be allowed. Hand sanitizer will be available for use by students and staff.</li> <li>• <b>Handwashing/Sanitizing:</b> Students will wash or sanitize hands in accordance with all ODE/OHA guidelines as online in the Safe Schools Ready Learners document. Age appropriate signage and regular reminders regarding handwashing will be utilized.</li> <li>• <b>Furniture:</b> Furniture that is not essential for learning, and more conducive to hosting viruses (upholstered furniture) has been removed.</li> <li>• <b>Classroom Procedures:</b> Shared hall passes will not be used. All shared classroom spaces will be cleaned between cohort use with supplies provided by the district for staff and student use. Individual student baskets will be used for school supplies, notebooks, textbooks, etc.</li> <li>• <b>Signage/Traffic Flow:</b> Signage will be used throughout the building to help with traffic flow and physical distancing and hygiene reminders.</li> </ul> <p><b>Environment:</b> When possible, windows and or doors will be open in the classroom before students arrive and after students leave. Classrooms will be allowed to hold classes outside when possible.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.</li> <li>☒ 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.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the</li> </ul>	<ul style="list-style-type: none"> <li>● Playground(s) will remain closed for public use unless opened by the State of Oregon. The school will post adequate signs sharing this information with the public.</li> <li>● Training will occur with students around playground practices and protocols.</li> <li>● Recess activities will be planned that support physical distancing and maintaining of stable cohorts.</li> <li>● Recess yard will be cordoned off into 3 separate play areas. Individual cohorts will use separate play areas (with play area assignment rotating daily)</li> <li>● Playground structure touch points will be cleaned at the end of each day.</li> <li>● Students must wash hands/sanitize hands before and after using playground equipment.</li> <li>● Each cohort will have a basket of balls, jump ropes, etc. to use when their play assignment is the blacktop play area. The baskets/items will be disinfected at the end of the day.</li> <li>● Restroom handwashing is required</li> <li>● Room capacity signage has been posted in staff room, conference room, and staff workroom and are strictly enforced</li> <li>● Staff may not eat in staffroom unless no one else is in area and are instead encouraged to eat in classrooms, cars, or other areas where they can unmask and eat in isolation</li> </ul>
<b>OHA/ODE Requirements</b>	<b>Hybrid/Onsite Plan</b>
calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	

## 2h. MEAL SERVICE/NUTRITION

<b>OHA/ODE Requirements</b>	<b>Hybrid/Onsite Plan</b>
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ 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.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</li> <li>☒</li> </ul>	<ul style="list-style-type: none"> <li>● Students will wash hands before meals.</li> <li>● No breakfast will be served in the school. Instead, breakfasts will be sent home at the end of each day for consuming the next morning before school</li> <li>● Grade level cohorts will eat lunch on a rotating basis in the cafeteria before going outside for recess.</li> <li>● Stickers have been placed on tables to designate eating areas that are 6 ft in distance apart from one another.</li> <li>● All cafeteria tables will be cleaned between cohorts.</li> <li>● Staff may not congregate to eat in staff room</li> <li>● School lunches are being served in disposable bags with disposable utensils</li> </ul>

Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.

- ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- ☒ Adequate cleaning and disinfection of tables between meal periods.
- ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b><i>Ready Schools, Safe Learners</i></b> guidance).</li> <li>☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contacttracing. This must be done at the time of arrival and departure.               <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bus drivers are required to use face masks. Masks will be provided for drivers. Masks must be in use when stopped, but can be lifted when driving.</li> <li>• Students must wear masks while riding bus</li> <li>• Each driver will be required to visually screen students for illness upon loading bus.</li> <li>• Each driver will maintain contact tracing logs</li> <li>• An informative letter went out to all FRSD families asking those that were able to self transport to do so, and/or carpool with other families to do so to assist with keeping our bus loads as small as possible and social distancing more easily achieved.</li> <li>• Every effort to maintain the recommended 3 feet of physical distance will be made.</li> <li>• The recommended six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices) will be made. Seats not being utilized will be cordoned off.</li> </ul>
OHA/ODE Requirements	Hybrid/Onsite Plan

<ul style="list-style-type: none"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li>☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li>☒ Face coverings for all students, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings. This prevents eating while on the bus.</li> <li>☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Signage and other visual cues will be utilized where appropriate.</li> </ul>
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## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</li> <li>☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li>☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> </ul>	<ul style="list-style-type: none"> <li>• All frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned several times per day.</li> <li>• Ventilation systems are checked and maintained regularly by maintenance staff.</li> <li>• Filters were replaced with f13 filters</li> <li>• No outside, undercover learning areas are currently planned</li> <li>• Outdoor playground will be cleaned at the end of each day</li> </ul>

- ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and

**OHA/ODE Requirements**

**Hybrid/Onsite Plan**

after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)

- ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and AirConditioning Engineers' guidance](#)).

**2k. HEALTH SERVICES**

**OHA/ODE Requirements**

**Hybrid/Onsite Plan**

- ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.
- ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical,

- Designated staff will implement plan.
- District nurse will be utilized in all communications. In addition our district nurse is being supervised/trained by a neighboring district who has had a district nurse for many years. Documents are being shared between FRSD and this neighboring district (Junction City S.D.)
- Communicable Disease management plans will be reviewed and implemented.



occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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"> <li>• Contact tracing</li> <li>• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:	N/A
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of oncampus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> <p><b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.	
<input type="checkbox"/> The school maintains a fully-closed residential campus (no nonessential visitors allowed), and normal day school operations are only offered remotely through distance learning.	
<input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.	
<input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> <li>• Limit travel to essential functions.</li> <li>• Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul>	

- Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*

\* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

- Student transportation off-campus is limited to medical care.

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.           <ul style="list-style-type: none"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All emergency drills will be conducted throughout the year following OAR and ORS</li> <li>• Emergency drills will be conducted while adhering to COVID19 protocols</li> <li>• Drills will be practiced at least twice monthly to assure all students are able to participate</li> <li>• Students will wash or sanitize hands after completion of drills</li> </ul>
<ul style="list-style-type: none"> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> <li><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</li> <li><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li><input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</li> <li><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.</li> <li><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).</li> </ul>	<p style="text-align: center;"><b>Hybrid/Onsite Plan</b></p>

- ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skillbuilding/training related to the student’s demonstrated lagging skills.</li> <li>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li>☒ 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.</li> <li>☒ Establish a proactive plan for daily routines designed to build selfregulation 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.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:               <ul style="list-style-type: none"> <li>• Student elopes from area ○ If staff need to intervene for student safety, staff should:                   <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Procedures have been implemented by our behavior specialist and our behavior instructional assistant to account for students with regulation concerns</li> <li>• Classified Staff has been trained in de-escalation skills through the use of 321insight</li> </ul>
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul>	

- Student engages in behavior that requires them to be isolated from peers and results in a room clear.
    - If students leave the classroom:
      - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      - Ensure physical distancing and separation occur, to the maximum extent possible.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
        - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff ●
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
- \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

## 2o. PROTECTIVE PHYSICAL INTERVENTION

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



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ul style="list-style-type: none"> <li>Coordinate communication with LPHA and district nurse. Protocols are in place currently, and meetings are happening two times a week. A google doc/folder has been created for our county with Lane County Public Health where information is shared.</li> </ul>
OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>Our local public health authority has added a school resources page with a wide range of links and resources for districts to access.</li> <li>When cases are identified in our local region, consultation will occur with LPHA regarding district response and key stakeholders will be included.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	<ul style="list-style-type: none"> <li>Work with LPHA and district nurse when novel type viruses are identified in the school setting.</li> <li>Track attendance data in on-site model to determine when absence rate is increasing.</li> <li>Modify, postpone, or cancel large school events.</li> <li>Work with LPHA and district nurse to establish timely communication with staff and families.</li> <li>Food services are continued in case of outbreak through drive thru service area</li> </ul>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <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.	<ul style="list-style-type: none"> <li>Short Term Distance Learning, Comprehensive Distance Learning and In-Person learning is being planned in collaboration with all stakeholders. The plan allows schools to move between an in-person and distance learning models. In the event of a school closure, our plan should allow for seamless transition to CDL using google classroom supports. Some short term distance learning could be required depending on the timing of a closure.</li> <li>We will be working with Lane County Public Health on guidance regarding cleaning, sanitizing and disinfection of schools.</li> <li>Throughout July and August the Superintendent held community virtual Q and A meetings to disseminate information. In addition, info is posted on our website and social media.</li> <li>We will follow Lane County Public health guidance regarding the return of students and staff for on-site instruction.</li> </ul>



## 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>
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