



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/1/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Fern Ridge School District - Elmira High School
Key Contact Person for this Plan	Gary Carpenter - Superintendent Rick Gardner - Principal Sarah Wartenbee - Assistant Principal (backup)
Phone Number of this Person	541-935-2253 541-935-8200
Email Address of this Person	<a href="mailto:carpenter@fernridge.k12.or.us">carpenter@fernridge.k12.or.us</a> <a href="mailto:rgardner@fernridge.k12.or.us">rgardner@fernridge.k12.or.us</a> <a href="mailto:swartenbee@fernridge.k12.or.us">swartenbee@fernridge.k12.or.us</a>
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

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

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

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

	Administration, Certified Staff, Classified Staff, Association Leadership, Parents, Students
Local public health office(s) or officers(s)	Lane County Public Health (541) 682-4041
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Rick Gardner - EHS Principal Sarah Wartenbee - Assistant Principal (backup)
Intended Effective Dates for this Plan	August 2020-June 2021
ESD Region	Lane ESD

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

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 in 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. Indicate which instructional model will be used.

*Select One:*

On-Site Learning

Hybrid Learning

Comprehensive Distance Learning

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

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Fern Ridge School grades will start the school year online, with comprehensive distance learning for at least the first 4 weeks. This time will establish a strong foundation in remote learning for teachers, students and parents, as well as provide time for staff and families to prepare for the return to school buildings under changed protocols.

When students transition to a hybrid on-site / online learning model, under current state requirements for health and safety it will not be possible for all students to be at school at the same time. Students will learn remotely for at least half of their school days. Moreover, the district anticipates the possibility that one or more classrooms, schools, or the district may need to return to full time online learning at any point based on changes in public health conditions during the school year.

Building a strong foundation for high-quality remote learning will be critical to our success, both for comprehensive distance learning and a hybrid model of instruction, over the course of the school year. Establishing a strong base of effective teaching and learning online will be critical to continuing students’ academic learning and supporting their social emotional wellbeing over the course of the year.

### 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.

The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled: “Comprehensive Distance Learning: A Companion to Ready School, Safe Learners.” Our comprehensive distance learning model complies with all required guidelines.

One crucial requirement, 5B Infrastructure, is a top priority for the district, but is particularly challenging to meet. Some families are currently identified as having no internet connectivity or limited cell signal. For each of these families, district staff are doing individual consultations to determine a workable solution. Options we have available include facilitating access to low-cost internet service if available; providing mobile hotspots; working with a local internet company to install connectivity to certain rural areas; or determining a convenient site where a student can access the internet while maintaining physical distancing.

### 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.

Fern Ridge School District will follow the state guideposts and metrics issued on July 28 and any future adjustments. As this time, Lane County does not currently meet the required metrics to bring all students back in a hybrid of on-site and online learning, certain other selected groups of students may return to campus for Limited In-person Instruction (LIPI) to help them learn how to learn as they start school in this new model.

On-site instruction for alternating groups of students in all grades will begin as early as the fifth week of school, starting October 12, but this could be later depending on public health conditions.

The district will submit a hybrid blueprint before transitioning to the hybrid learning model. The district’s operational plan will follow the district’s Communicable Disease Management Plan for COVID-19 and communicable diseases procedures outlined in School Board Policy JHCC and Administrative Rules JHCC-AR.

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

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

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

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



## 0. Community Health Metrics

### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



## 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p>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:</p> <p><a href="https://www.fernridge.k12.or.us/wp-content/uploads/2020/06/FRSD-Communicable-Disease-Management-Plan.pdf">https://www.fernridge.k12.or.us/wp-content/uploads/2020/06/FRSD-Communicable-Disease-Management-Plan.pdf</a></p> <p><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></p> <p>The Fern Ridge School District also follows our School Board Policies GBEB and JHCC, as well as JHCC-AR.</p>

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

--	--

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:           <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> </li> <li>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with</li> </ul>	<p><b>Staff</b></p> <p>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household</p> <ul style="list-style-type: none"> <li>● Consider all leave options available</li> <li>● Redeployed options could include (if available)           <ul style="list-style-type: none"> <li>○ Maintenance projects, custodial work, office work without student/staff contact</li> <li>○ On-line instruction and support</li> </ul> </li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● All students identified as vulnerable, either by a physician, or parent/guardian notification, at parent request will be enrolled in comprehensive distance learning.</li> <li>● Parents will be able to choose the on-line model or on-site model that is most appropriate for their student.</li> <li>● 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.</li> <li>● Any medically fragile ELL student will have a plan developed that allows them to continue to be served.</li> </ul>

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.

#### Visitors/Volunteers

- Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. Essentially volunteers will be identified and vetted at the building level and will receive training on district protocols.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.	<p><b>Physical Distancing:</b> Cohorts within A/B days, maintain 35 square feet within classrooms (every other desk), places marked on the floor to show 6 feet distance for students to stand if waiting to enter, ask a question, etc.</p> <p><b>Passing Time:</b> Staggered passing times within cohorts, signage on walls and floors that will state the direction of traffic, adults to monitor passing time. Students will be told to go directly to their classes. Lockers to store their belongings will not be used.</p> <p><b>Traffic Flow:</b> Explicit signage on walls and floors detailing direction and spacing, adult monitors, direction also posted on the floor along with where students should stand/walk/wait. Students will be told to go</p>
<input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	
<input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	
<input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	

<input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	directly to their classes. Lockers to store their belongings will not be used.
<input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <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>	<b>Contact tracing logs:</b> Contact tracing logs <a href="https://drive.google.com/drive/u/0/folders/1tP1jDzWNGIMsPUh5OBtBPvHbtZlIeoi8">https://drive.google.com/drive/u/0/folders/1tP1jDzWNGIMsPUh5OBtBPvHbtZlIeoi8</a> will be maintained for as required by guidance. Contact logs will be maintained by classroom teachers and front office staff. They will be kept in cohort specific classrooms and in the front office. Staff will be trained on their use, including bus drivers.
<input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	<b>Transportation Cohort:</b> Cohort logs will be kept on all buses, and drivers will be trained in their completion. Students will maintain physical distancing, and last minute bus requests for a student to change buses will not be allowed.
<input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).	The district will comply with all Ready School Safe Learners guidance in conjunction with our transportation provider, 1st Student.
<input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	A promotional campaign regarding what our transportation will look like will go out to parents in mid to late August. Included in this information will be a strong recommendation for parents to carpool or transport themselves if this is a possibility for their family. This will help support physical distancing on buses for those that have to utilize district transportation in order to get to school.
<input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	
<input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.	<b>In-building cohorts:</b> --Cohorts will be determined by their home geography, grade level, and elective classes assigned.
<input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	<ul style="list-style-type: none"> <li>Prior to the start of the school year, a letter will be shared with all families in their native language that outlines:             <ul style="list-style-type: none"> <li>The instructional model</li> <li>The rationale/planning and vision behind it</li> <li>Specific infection control measures being undertaken</li> </ul> </li> </ul>
<input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul>	<ul style="list-style-type: none"> <li>Beginning on July 8th, the FRSD Superintendent has 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 will continue through late August, and possibly beyond.</li> </ul>
<input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	<ul style="list-style-type: none"> <li>A communication with all staff will occur in August, prior to the first day they return, that outlines 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.</li> </ul>
<input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<ul style="list-style-type: none"> <li>Updated information will be shared with families throughout the year as needed/required.</li> </ul>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.               <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> <li>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p><b>Arrival and Entry:</b> Designated staff, who have received the appropriate professional development and wearing the appropriate PPE, will visually scan students for symptoms and record the information for each student in a cohort log listed in the COVID-19 Toolkit approved by the Oregon School Nurses Association. Students and staff will remain 6 feet apart at all times. Staff will ensure that no individual is shamed or subject to any sort of bias. For any individuals that are positive for any items listed in the Visual Screening, they will be sent to the office for further screening by designated staff.</p> <p><b>Screening Students Upon Entry:</b> Visual Screening 6 feet apart - unusual coloration (flushed, pale), unusual behavior (lethargy, fatigue), New or significant coughing, shortness of breath, chills. Health checks will be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations. For any individuals that are positive for any items listed in the Visual Screening, they will be sent to the office for further screening by designated staff.</p> <p><b>Logging for Contract Tracing:</b> Designated staff will record the information for each student in a cohort log <a href="https://drive.google.com/drive/u/0/folders/1tP1jDzWNGIMsPUh5OBrBPYHbtZlleoi8">https://drive.google.com/drive/u/0/folders/1tP1jDzWNGIMsPUh5OBrBPYHbtZlleoi8</a> listed in the COVID-19 Toolkit approved by the Oregon School Nurses Association.</p> <p><b>Screening Staff:</b> Staff will all sign a COVID-19 reporting agreement. Staff are required to inform building admin when they have symptoms related to COVID-19. Staff are required to inform building admin when they have been exposed to COVID-19. Staff are not responsible for screening other staff members. Any reports made to admin as described above will be shared with the District Nurse.</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> </ul>	<ul style="list-style-type: none"> <li>● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</li> <li>● Essential visitors (maintenance workers, district office personnel) must wash or sanitize their hands upon entry and exit.</li> <li>● Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic</li> </ul>

- ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:               <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”                   <ul style="list-style-type: none"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.               <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:               <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li>☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> <li>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.               <ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:</li> </ul> </li> </ul>	<div style="border: 1px solid #0056b3; padding: 10px; margin-bottom: 10px;">  <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="text-align: center;"> <p><b>Face covering:</b> A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.</p> </div> <div style="text-align: center;"> <p><b>Face shield:</b> A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.</p> </div> <div style="text-align: center;"> <p><b>Clear plastic barriers:</b> A clear plastic or solid surface that can be cleaned and sanitized often.</p> </div> </div> </div> <p><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. In addition, we are awaiting the delivery of over 11,000 masks from ODE, to be delivered through our local ESD</p> <p><b>FACIAL SHIELDS:</b> The district will have face shields for all staff that request one. Shields will be required for any staff as directed by ODE guidelines.</p> <p><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.</p> <p><b>TEACH AND REINFORCE USE OF FACE COVERINGS FOR STAFF:</b></p> <ul style="list-style-type: none"> <li>● Face coverings are most essential in times distancing is not possible.</li> <li>● Staff should be frequently reminded not to touch the face covering.</li> <li>● Information is posted on the district website regarding proper use, removal and cleaning of face coverings at:</li> <li>● <a href="https://www.fernridge.k12.or.us/wp-content/uploads/2020/08/cloth-face-covering.pdf">https://www.fernridge.k12.or.us/wp-content/uploads/2020/08/cloth-face-covering.pdf</a></li> </ul> <p><b>TEACH AND REINFORCE USE OF FACE COVERINGS FOR STUDENTS:</b></p> <ul style="list-style-type: none"> <li>● If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:           <ul style="list-style-type: none"> <li>○ Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;</li> <li>○ Provide additional instructional supports to effectively wear a face covering;</li> <li>○ Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>○ Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> </ul>

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
  2. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
    3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should 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
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <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.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> </ul>	<p>A designated primary isolation area <b>[Room 7]</b> will be used for students and staff who are symptomatic.</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> </ul>

- Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - [Additional guidance](#) for nurses and health staff.
- ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual should wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in ["Planning for COVID-19 Scenarios in Schools."](#)
- ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.

**SAFELY TRANSPORTING STUDENTS HOME WHEN SICK:**

- A symptomatic individual will be transported by their parent/guardian, in the unusual circumstance where a parent/guardian is unable to provide transportation, the District will coordinate transportation.

**STAY HOME IF SICK**

- Staff shall not report to work and parents/guardians shall not bring their students to school if the student or staff member has or recently had COVID-19 symptoms.
- Students shall remain home for 24 hours after fever is gone, without use of fever reducing medicine, and COVID-19 symptoms (fever, cough, shortness of breath, and/or diarrhea) are improving.
- Staff or students who have a positive COVID-19 viral (PCR) test result, should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If staff or students have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If a clear alternative diagnosis is identified as the cause of the illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the individual should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the individual is not contagious.
- If they do not undergo COVID-19 testing, the person should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

**PROTOCOLS AND ASSESSMENT OF SYMPTOMS**

- Should staff need assistance assessing symptoms, District Nurses should be contacted.

**RECORD KEEPING FOR STAFF AND STUDENTS**

- If staff or students are isolated or sent home, schools shall maintain records of those events.



## 2. Facilities and School Operations

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

**2a. ENROLLMENT**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	<ul style="list-style-type: none"> <li>● All students will be enrolled following the Oregon Department of Education guidelines.</li> </ul>

- ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
  - The ADM enrollment date for a student is the first day of the student’s actual attendance.
  - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
  - If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.
  - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- ☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.
- ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

- No student will be dropped for non-attendance if they meet ODE guidelines.

**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> </ul>	<ul style="list-style-type: none"> <li>● Attendance will be taken daily on instructional days.</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>● Guidelines will be followed as directed by ODE in Ready Schools Safe Learners Guidance.</li> </ul>

- ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.

--	--

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● Sanitation protocols will be developed and implemented.</li> <li>● Plan for technology support and replacement, including budget will be implemented</li> <li>● PD for staff, students and parents will be available.</li> <li>● Parent survey regarding connectivity completed and data reviewed.</li> </ul>

**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 should be advised and encouraged to wash their hands frequently.</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 personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</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> Equipment will not be shared when it is possible. Each student will be given their own Chromebook to eliminate the need for sharing of technology in the classroom. Equipment for classes such as PE and science will be sanitized by the teacher after each use or we will move to purchase items that are one time use and disposable.</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> We have altered the master schedule from 7 periods a day to 4 to reduce the number of transitions everyday. In most cases teachers will be moving to students in a specific classroom, but we will have cohorts move to certain areas such as the gym, art room, shop, or science classrooms to receive specialized instruction in those content areas. While classes will be 90 minutes long, those times may vary to stagger cohorts of students moving about the building and limit students crossing paths with each other.</li> <li>● <b>Personal Property:</b> Lockers will not be used, we will be asking students to carry their materials with them throughout the day. We are hopeful that by reducing the number of classes and moving to more digital submissions of schoolwork that we will reduce the burden on students to carry their supplies. In addition we will be asking teachers to move to students eliminating the need to carry supplies to many classrooms. In PE classes we will be teaching low impact activities that will not require students to dress down which will eliminate the need for PE lockers.</li> <li>● <b>Restrooms:</b> Restroom access will be restricted to certain parts of the building for specific cohorts</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> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p><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 directed to the office.</p> <p><b>ARRIVAL:</b> Upon arrival students will be asked to report directly to their first period class. We will be working with our transportation department to reduce the amount of time between when students are dropped off and the start of the school day. In addition we will be asking students that drive themselves to not come any earlier than necessary, and we will also be asking the same of parents who drop off their students in the morning. Students who have no choice but to come early will be supervised in their first period classroom.</p> <p><b>DISMISSAL:</b> We will work with our transportation department to ensure minimal wait times for buses. Students who ride buses will not be dismissed from their 4th period class until their bus arrives. Students who drive themselves will be asked to leave campus immediately after the conclusion of their 4th period class and students who receive a ride home from a parent or guardian will be dismissed when their ride arrives on campus.</p> <p><b>SIGN-IN/SIGN-OUT PROCEDURES:</b> Students will come to the office to checkout, but the secretary will indicate the student and the time that they checked out on a form. Students and parents will not sign the check-in/checkout form. The front office will have plexiglass partitions to provide safe separation from visiting parents. Students who are waiting for a ride will wait in the front office, properly socially distanced from others. When students check back in the secretary will indicate that on the form and the student will go immediately to their class.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> <li>☒ <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 should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Classrooms will have appropriately spaced seating for students.</li> <li>● <b>Materials:</b> Each classroom will limit sharing of community supplies. If needed to share, these items will be cleaned frequently. Hand sanitizer will be available for use by students and staff. When possible single use disposable materials will be used, specifically for science lab work.</li> <li>● <b>Hand Washing/sanitizing:</b> Students will wash or sanitize hand in accordance with all ODE/OHA guidelines as online in the Safe Schools Ready Learners document.</li> <li>● <b>Furniture:</b> Furniture that is not essential for learning, and more conducive to hosting viruses (upholstered furniture) will be 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.</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> <li>● <b>Environment:</b> When possible, windows and or doors will be open in the classroom before students arrive and after students</li> </ul>

leave. Classrooms will be allowed to hold classes outside when possible.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.</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. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Playground(s) will remain closed for public use. 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. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>● The campus will be closed for the 2020-21 school year to reduce the movement of students out in the community during lunch time.</li> <li>● If possible food service will deliver lunches to the classrooms where students in cohorts will be eating. If this is not possible cohorts will be dismissed at separate times to the cafeteria to get their lunches to bring back to their classroom.</li> <li>● Breakfast will be a grab and go option in the front lobby for students to take with them to their first period class when they arrive on campus.</li> </ul>

## 2i. TRANSPORTATION

**OHA/ODE Requirements**

- ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
- ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.
  - If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
    - The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
    - The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
  - If arriving at school, notify staff to begin isolation measures.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.
- ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

**Hybrid/Onsite Plan****CLEANING:**

- As required in Ready Schools Safe Learners document, between routes targeted cleaning will occur with a focus on disinfecting frequently touched surfaces.
- At the end of each day, a more thorough cleaning/disinfecting of all surfaces will take place.

**LOADING/UNLOADING PROTOCOLS****Loading at Bus Stop:**

- Physical Distancing at Bus Stops: The transportation department and school district will communicate with families the importance of maintaining six foot physical distance at the bus stop, drivers will remind students if they see violations upon arrival.
- Visual screening will occur as described in section 1f above. If a student exhibits symptoms and a parent/guardian is present, the student will be sent home. If a parent is not present, the student will be provided a mask (if they do not have one), seated in one of the first 2 rows of seats that are blocked off, and transported to school. School staff will contact parent/guardian to arrange transport home.
- Students first on the bus will sit in the back of the bus, filling back to front.
- Physical distancing of at least three feet between students will be accomplished with one student per seat, every other side per row. Once filled, we will go to one student per seat, and so on.
- Significant planning will occur before the school year starts to eliminate the need for multiple students in a seat.
- Parents will be encouraged to self-transport whenever possible, to leave transportation services for those students/families that must access it.
- Training will be provided to encourage passengers to maintain physical distance while boarding and where to sit in each seat.
- Students shall comply with face covering guidelines as established in Section 1H above while on district transportation.

**UNLOADING AT SCHOOL**

- Students will remain in their seat until directed by the driver.
- Students will be released by row, by the driver.
- Driver shall release rows from front to back of the bus.
- If a student has exhibited symptoms, they should be the first off the bus and received by school staff.
- Training on all unloading protocols will occur during the first week of school.

**LOADING AT SCHOOL**

- Schools will provide training and supervision regarding physical distancing while waiting for the bus to arrive.
- Driver will verify the student on contact-log for that ride.
- Students will board with the same protocols as bus stop loading.
- No student exhibiting symptoms will be transported home on a bus with other students.
- Seating assignments and loading order will be worked on early in the year so that the students getting off the bus last, load first, and students getting off first, load last.

**UNLOADING AT BUS STOP**

Drivers will remind students to maintain physical distance as they depart the bus.

**INDIVIDUALIZED TRANSPORTATION**

- District staff will coordinate with student case managers to ensure all students have access to school and that their individual needs are met.

**TRANSPORTING SICK STUDENTS**

- If a student becomes ill during the school day, and requires transportation services home, it will be arranged by district staff, depending on the severity of the symptoms, a staff member from the school may be required to accompany the student.
- Students will be required to wear a face mask during transit.
- All drivers will wear face shields or face covering when not actively driving and operating the bus. Training will be provided for every driver before the start of the year regarding cleaning protocols, visual screening of all students, isolation procedures and communication to the school, and contact-tracing logs.

**COMMUNICATION**

- Back to school communications will include health and safety guidelines
- The district transportation team will inform parents/guardians of practical changes to transportation service when they occur.

- ☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.

**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.</li> <li>☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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> <li>☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li>☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</li> <li>☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms</li> </ul>	<p><b>CLEANING</b></p> <ul style="list-style-type: none"> <li>● All frequently touched surfaces will be cleaned (eg. playground equipment, door handles, sink handles, drinking fountains, transport vehicles), and shared objects (eg. toys, games, art supplies) will be cleaned between cohorts. Individual student supplies assigned wherever possible.</li> <li>● Daily cleaning routines will be maintained by custodial staff and district facilities supervisor in accordance with any additional CDC guidelines.</li> <li>● Facilities will be cleaned and disinfected at least daily</li> <li>● Cleaning and disinfectant supplies will be correctly labeled, kept away from students, and used in accordance with manufacturer’s recommendations.</li> <li>● A meeting is scheduled for 8-18-20 with HVAC professionals to discuss our District systems and ways we can improve or mitigate risk through additional measures including the areas of “Dilute,” “Exhaust,” “Contain,” and “Clean.”</li> </ul> <p>Cleaning products that will be used are on EPA’s list of approved products for use against COVID-19. Special attention will be given to the personal protective equipment (PPE) that may be needed to use with these products and to determine the most appropriate disinfectant for the surface or object. All disinfectants will be out of the reach of children and stored properly.</p> <p><b>When cleaning</b></p> <ul style="list-style-type: none"> <li>● Regular cleaning staff can clean and disinfect community spaces.</li> </ul>

with closed windows and doors, as this does not allow for fresh air to circulate.

- ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

- Ensure they are trained on appropriate use of cleaning and disinfection chemicals.
- Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.
  - Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
  - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.
- Wash your hands often with soap and water for 20 seconds.
  - Always wash immediately after removing gloves and after contact with a person who is sick.
  - Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.
- Custodians will have their regular duties along with assigned additional spaces/items to clean each night after school has ended.
- Each classroom teacher will have a supply of hand sanitizer, the appropriate EPA approved sanitizing spray, paper towels, Clorox disinfecting wipes, and a thermometer.
- Hand sanitizing stations will be located throughout the school for staff and students to use.

#### Clean

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
  - Cleaning with soap and water reduces number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces. – IAs?
  - Students will wipe down their desks after use.
  - Teachers will wipe down frequently touched surfaces in their classrooms before and after students enter/exit their classrooms.
  - More frequent cleaning and disinfection may be required based on level of use.
  - Surfaces and objects in public places, such as shopping carts and point of sale keypads should be cleaned and disinfected before each use.
- High touch surfaces include:
  - Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, and touch screens.

#### Disinfect

- Recommend use of [EPA-registered household](#) disinfectant. Follow the instructions on the label to ensure safe and effective use of the product.  
Many products recommend:

- Keeping surface wet for a period of time (see product label).
- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Diluted household bleach solutions may also be used if appropriate for the surface.
  - Follow manufacturer’s instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser. Leave solution on the surface for at least 1 minute.
- Alcohol solutions with at least 70% alcohol may also be used.

**Soft surfaces**

For soft surfaces such as carpeted floor, rugs, and drapes:

- Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Launder items (if possible) according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely.

OR

- Disinfect with an EPA-registered household disinfectant.
- [Vacuum as usual.](#)

**Electronics**

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines

- wipeable cover on electronics.
- Follow manufacturer’s instruction for cleaning and disinfecting.
  - Use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

**Cleaning and disinfecting outdoor areas**

- Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.
  - High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
  - Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

**Ventilation**

There will be regular weekly maintenance and monitoring of the building ventilation system by the facilities manager and Trane.

**2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<ul style="list-style-type: none"> <li>• Designated staff will implement plan.</li> <li>• District nurse (just hired) 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.)</li> <li>• Communicable Disease management plans will be reviewed and implemented.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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 checked="" type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	N/A

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced to the maximum extent possible during exit, recovery and reentry procedures. Plans and training for staff and students will occur at the building level prior to any drill</li> </ul>

<p>earthquakes (including tsunami drills in appropriate zones), and safety threats.</p> <ul style="list-style-type: none"> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <p>☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p>☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p>☒ Drills should not be practiced unless they can be practiced correctly.</p> <p>☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p>☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p>☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	
---	--

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p>v Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p>☒ 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.</p> <p>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> <li>● Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Prior to school starting, staff will have professional development in the areas of: Trauma informed practices, mindfulness, and stress management</li> <li>● Staff will train students using PBIS protocol</li> <li>● Our behavior specialist and IA will support any student who needs a sensory, physical, or mask break.</li> <li>● All interactions outside of cohort will be documented</li> </ul>

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

**Protective Physical Intervention**

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



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<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> <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> <li>•</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> </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., playground equipment, 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 has held community virtual Q and A meetings to get out 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  
Include how/why the school is currently unable to meet them

--	--