



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Fern Ridge Middle School
Key Contact Person for this Plan	Olivia Johnson
Phone Number of this Person	541-35-8230
Email Address of this Person	ojohnson@fernridge.k12.or.us
Sectors and position titles of those who informed the plan	
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Olivia Johnson
Intended Effective Dates for this Plan	

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

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

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

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

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

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

Because our planning meetings, that occurred each Tuesday, happened during the workday as well as on-site and 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

Update 1/29/21: This revised blueprint was drafted with input from our School ESSA/Leadership Team as well as representatives of our unions and then shared with all staff members for their feedback.

3. Select which instructional model will be used:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Not Applicable to Hybrid Model

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

Not Applicable to Hybrid Model

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

Not Applicable to Hybrid Model

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements

Hybrid/Onsite Plan

<ul style="list-style-type: none"> ☒ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> ● OSHA has developed a risk assessment template. ☒ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> ● Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). ● OSHA has developed a sample infection control plan. ☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. ☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting 	<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>https://www.fernridge.k12.or.us/wp-content/uploads/2020/06/FRSD-Communicable-Disease-Management-Plan.pdf</p> <p>https://www.fernridge.k12.or.us/wp-content/uploads/2020/07/FRSD.CDMP-addendum.pdf</p> <p>The Fern Ridge School District also follows our School Board Policies GBEB and JHCC, as well as JHCC-AR.</p> <p>Risk Assessment conducted January 2021.</p>
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- (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
- If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☒ Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 - ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
 - ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
 - ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
 - ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
 - ☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid. 	<p>Staff</p> <p>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household</p> <ul style="list-style-type: none"> ● Consider all leave options available ● Redeployed options could include (if available) <ul style="list-style-type: none"> ○ Maintenance projects, custodial work, office work without student/staff contact ○ On-line instruction and support <p>Students</p> <ul style="list-style-type: none"> ● All students identified as vulnerable, either by a physician, or parent/guardian notification, at parent request will be enrolled in comprehensive distance learning. ● Parents will be able to choose the on-line model or on-site model that is most appropriate for their student. ● A school team, including a district nurse shall be available for parent concerns regarding 504 plan needs or supports for medically fragile or vulnerable students and/or family members. ● Any medically fragile ELL student will have a plan developed that allows them to continue to be served.

- ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 - Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
 - Service provision should consider health and safety as well as legal standards.
 - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
 - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
 - High-risk individuals may meet criteria for exclusion during a local health crisis.
 - Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

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. Essential 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
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> ● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. 	<p>Classroom Space: We have calculated the capacity of each classroom space and have ensured that our cohort sizes are within those limits. Those capacities will be posted outside each classroom space to remind teachers to not go beyond that capacity.</p> <p>Passing Time: We have eliminated the bulk of passing time as we will be rotating teachers and not students. Students will remain in the same cohort space each class period while teachers will move from class to class.</p> <p>Physical Distancing: We have split our students into A and B groups with each group attending on alternating days. This will cut in half the number</p>

- ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

of students in our building at one time allowing us to implement physical distancing.

Traffic Flow: We will use arrows and other markers to designate a traffic flow in our 6th/7th grade hallway to keep cohorts separated.

In our lunch areas, we will mark out our lines in 6 foot increments so students are physically distanced while in line for lunch. Utilizing the A/B schedule and splitting into grade level lunches will also help to minimize the time standing in line.

Students will be trained on the new protocols while still in CDL before we make the transition to onsite. In addition we will plan for further training and reinforcement during the first week the students are back in the building. The training materials used during this time will be archived and used for periodic retraining in addition to implementing positive reinforcements.

Students in Need of Additional Support: In all circumstances, students shall receive grace when making mistakes regarding distancing requirements. Staff will be trained in redirecting and retraining students.

Staff meetings will include physical distancing or take place remotely depending on whether it's the whole staff meeting or a subgroup.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. 	<p>Contact tracing logs: Contact tracing logs will be maintained as required by guidance. Staff will be trained on their use, including bus drivers.</p> <p>Transportation Cohort:</p> <ul style="list-style-type: none"> • 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. • The district will comply with all Ready School Safe Learners guidance in conjunction with our transportation provider, 1st Student. • A promotional campaign regarding what our transportation will look like will go out to parents started in August and will be highlighted again as we begin the transition back to onsite. 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. <p>FRMS Cohorting Plans:</p>

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

- ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers.
- ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- ☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

- Grade levels will be divided into three or four stable classroom cohort groups of approximately 15 students. Each cohort will be assigned a classroom space. Teachers will then rotate between the classrooms following our master schedule.
- All students will have a second stable cohort group during their instructional day as we will combine two cohorts to sit together at lunch. This allows students to, with physical distancing, interact with more of their peers and maintain a more normal lunch schedule utilizing two lunch spaces that each have a larger capacity than our traditional classrooms.
- Some cohorts will also be combined with a second cohort for P.E. These combined cohorts will be stable, in a space (the gym) more than adequate for their size, and physical distancing enforced.
- Students needing specialized instruction will be cohorted by grade level for one period a day.
- Every student will be in their small classroom cohort for 5 out of 6 periods except for those on an IEP who will be in their classroom cohort for 4 out of 6 periods.
- No student will interact with more than 100 students in one week with the average student interacting with less than 60 students in one week.
- Special Education- Students in self-contained classrooms who need to mainstream will each only mainstream into one cohort i.e. if they mainstream for social studies and science they will do so in the same cohort.
- Special Education- Resource room support will be provided by grade level and a cohort log kept for that group.
- When a student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, additional contact tracing log requirements will be completed
- Staff going between cohorts will wash or sanitize their hands per RSSL guidance.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. ☒ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). 	<ul style="list-style-type: none"> ● Prior to the start of Hybrid instruction, an announcement will be shared with all families in their native language that outlines: <ul style="list-style-type: none"> ○ The instructional model ○ The rationale/planning and vision behind it ○ Specific infection control measures being undertaken ● 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 have continued throughout the school year as a way of updating parents. In addition, FRMS has had building specific Q and A sessions with families and will have more leading up to the start of hybrid instruction. ● A communication with all staff occurred in August and again in January that outlines district protocols. Labor leadership from both associations have been involved throughout our planning

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

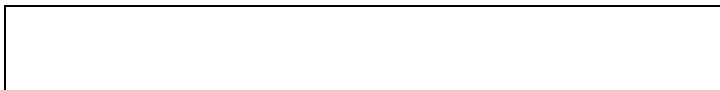
- ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
 - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
 - OSHA has developed a [model notification policy](#).
- ☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- ☒ Provide all information in languages and formats accessible to the school community.

- process. The Superintendent has also held several virtual staff meetings for staff only where information could be shared, and questions could be asked and answered.
- Updated information will be shared with families throughout the year as needed/required.
 - Staff will be trained on RSSL guidance, our blueprint, and other COVID related protocols before students begin in-person instruction. Staff were initially trained in these protocols and procedures in August but will be retrained as we transition to onsite instruction.
 - Additionally, reviewing highlighted COVID procedures and protocols will be part of each staff meeting.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. ● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." ● Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide. 	<p>Screening: Student screening is first the responsibility of the parent. Parents will be informed of screening protocols and continuously reminded to screen their children for illness. Students will also be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student will be given a mask or face covering (if needed) and staff will be called to take them directly to the isolation room.</p> <p>Arrival and Entry: FRMS will have staff in front of the school to help with supervision as students arrive by bus or by parent drop off. Each grade level will be directed to a separate entrance. Hand sanitizing will be at each entrance. Staff will screen students as they enter, direct them to the hand sanitizer, and provide masks if needed. Once inside the building, students will be sent directly to their classrooms.</p> <p>6th Grade- Will enter through the front door</p> <p>7th Grade- Will enter through the gym side doors</p> <p>8th Grade- Will enter through the field side doors</p> <p>Logging for Contract Tracing: Contact Logs for each cohort will be maintained by staff and kept in the office.</p> <p>Screening Staff: 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 administration when they have been exposed to COVID-19. Staff are not responsible for screening other staff members. Any reports made to building administration as described above will be shared with the District Nurse.</p> <p>Ongoing Communication: Parents will be reminded (through weekly communication) to report actual symptoms, including as part of communicable disease surveillance. Secretaries/FRMS Staff will document those comments on the COVID Symptom Monitoring spreadsheet. LCPH/District Nurse will be notified when a positive COVID test is reported.</p>

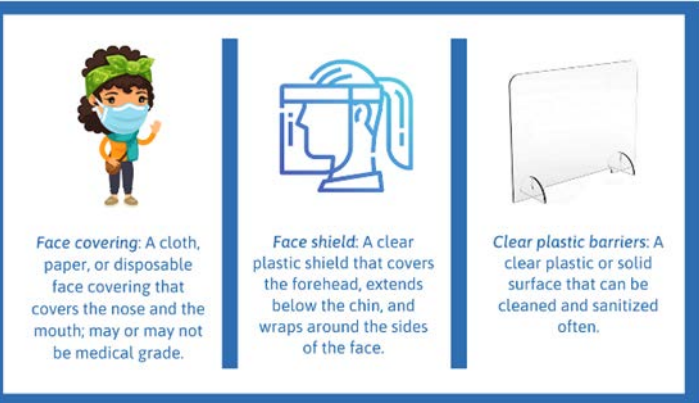



- ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.



1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance. 	<ul style="list-style-type: none"> ● 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. ● Essential visitors (maintenance workers, district office personnel) must wash or sanitize their hands upon entry and exit. ● Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. ☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate. ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess. ☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ● Provide additional instructional supports to effectively wear a face covering; 	<div style="border: 2px solid #0056b3; padding: 10px; margin-bottom: 10px;">  <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">  <p>Face covering: 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>Face shield: 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>Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often.</p> </div> </div> </div> <p>FACIAL MASKS/COVERINGS: 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 received over 11,000 masks from ODE, delivered through our local ESD.</p> <p>FACIAL SHIELDS: 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>BARRIERS: Physical barriers have been purchased and will be in 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>TEACH AND REINFORCE USE OF FACE COVERINGS FOR STAFF:</p> <ul style="list-style-type: none"> ● Face coverings are required. ● Staff will be reminded of face covering protocols.

- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.

- [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
- Additional instructional supports to effectively wear a face covering.

☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,

- Information is posted on the district website regarding proper use, removal and cleaning of face coverings at: <https://www.fernridge.k12.or.us/wp-content/uploads/2020/08/cloth-face-covering.pdf>

TEACH AND REINFORCE USE OF FACE COVERINGS FOR STUDENTS:

- 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:
 - Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

- If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
 - ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

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1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide. <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff for providing care to students with complex needs. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> ● School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of 	<p>Isolation Room will be located in Room 14 which is separate from our current health room but still near the office. Room 14 has the advantage of being a part of the school that will not be heavily used under the Hybrid Model, it is larger space, and has an exterior exit.</p> <p>A designated primary isolation area will be used for students and staff who are symptomatic.</p> <ul style="list-style-type: none"> ● Symptomatic students will remain at school until a designated adult can pick them up. ● 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. ● Secondary isolation areas may be identified if/as needed. ● 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"> ○ Name of student ○ Time of symptom onset ○ Reported symptoms/reason for health room visit ○ Action taken <p>SAFELY TRANSPORTING STUDENTS HOME WHEN SICK:</p> <ul style="list-style-type: none"> ● 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. <p>STAY HOME IF SICK</p> <ul style="list-style-type: none"> ● 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.

a symptomatic individual must be properly removed and disposed of prior to exiting the care space.

- After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- If able to do so safely, a symptomatic individual shall wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.

- ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "[Planning for COVID-19 Scenarios in Schools.](#)"
- ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.
- ☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

- 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
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines. • No student will be dropped for non-attendance if they meet ODE guidelines.

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

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2b. ATTENDANCE

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

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

2c. TECHNOLOGY

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

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). 	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing at required times. Opportunity for frequent hand washing will be provided throughout the day. ● Equipment: Hand Sanitizing Stations will be set up at each entrance, in each lunch area, and in sporadic locations around the school. Students shall have individual supplies only whenever possible. If needed, any shared instructional or activity supplies will be cleaned between uses. ● Safety Drills: 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. ● Events: 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. ● Transitions/Hallways: Transitions will be minimized by maintaining cohorts in one location and moving teachers around. Aside from classes going to lunch or to P.E., students will not be in the hallways during the day. In addition, traffic flow patterns will be established and students will be asked to walk on the left or right side of the hallway depending on where they are going. Hallways will include directional traffic markings to reduce contact as needed. ● Personal Property: Students will be asked not to share personal property i.e. cell phones, headphones, school supplies, water bottles, etc. Parents will also be notified of that change. Per guidance, we will also require that all personal property be labeled. We will also be donating items from lost and found to charity on a more frequent basis so that students don't borrow items from the lost and found. Students will also not be assigned lockers this year- either gym lockers or street lockers. All personal belongings must be kept with the student in a backpack and labeled so it is only used by that student. ● Restrooms: The "commons" bathroom will be used by 8th graders and hallway bathroom 6th and 7th graders, aside from lunch periods. Visual reminders to encourage good hygiene will be posted including handwashing, covering coughs/sneezes, social distancing, facial coverings, and COVID-19 symptoms.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for 	<p>Screening: Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed by staff to the Isolation Room and the office is notified.</p> <p>ARRIVAL: Each grade level will use a different entrance into the building and go to their cohort classroom after screening and hand sanitizing.</p> <p>DISMISSAL: Students will be dismissed by grade level and cohort. For example: 6th grade cohort A, 7th grade cohort A, and 8th grade cohort A</p>

<p>entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.</p> <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <p>☒ 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.</p>	<p>will be dismissed via the PA system at the same time and asked to exit from their separate entrances. Teachers will walk students out to the buses or to the parent pick up waiting area. Dismissal will not start until the buses have arrived.</p> <p>SIGN-IN/SIGN-OUT PROCEDURES: Students will sign in and out in their cohort classroom. We will utilize safe practices in sharing pens (cup for clean and cup for used pens that need cleaning). Sign in and out sheets will be collected each day and added to the cohort contact tracing information for that day for each cohort.</p> <p>SIGNING STUDENTS IN OR OUT THROUGH THE OFFICE: Hand Sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign in/out.</p> <p>Signage on the door will ask visitors/families to wait outside if there are already two or more families/groups in the office reception area.</p> <p>Share with families the need to keep drop-off/pick-up interactions as brief as possible.</p>
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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).</p> <p>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up</p>	<ul style="list-style-type: none"> • Training will occur with students and staff around outside practices and protocols. • Lunch 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.

- portable hand washing stations and create a regular cleaning schedule.
- ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
 - ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
 - ☒ Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance).
 - ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.
 - ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
 - ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
 - ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
 - ☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

- Students will have lunch recess in their cohort groups with physical distancing. Lunch recess will alternate between being outside with physical distancing or inside in the commons with physical distancing.
- All outdoor equipment used will be cleaned between uses.
- Teachers will be expected to plan for short mini breaks in the classroom using apps like Cahoots or Go Noodle and other mindfulness activities teachers have been trained in.
- Students will be required to use hand sanitizer or wash hands before and after lunch recess.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding 	<p>Meal Service</p> <ul style="list-style-type: none"> ● Chartwells Staff serving meals will wear a face covering when working within 6 feet of other individuals. Face shields may be worn if 6 feet of distance can be maintained. ● Students must wash hands or use hand sanitizer before meals and should be encouraged to do so after eating. ● FRMS will have two cohorts eat at one time sharing a larger common space (Commons or Weight Room) while physically distancing <ul style="list-style-type: none"> ● Chartwells and FRMS staff will conduct cleaning of meal items (e.g., plates, utensils, transport items), touch-points, tables, and meal counting system between stable cohort meal periods. ● Microwave that students use will be removed from the commons. ● Staff and students will be trained on lunch protocols including not sharing food, mask usage, and cleaning protocols <p>Staff Meals</p> <ul style="list-style-type: none"> ● Staff will be instructed to eat snacks and meals independently, and not in staff rooms when other people are present. ● Break times will be staggered by Building Administrators to allow for use of break spaces as needed.

that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.



2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 <i>Ready Schools, Safe Learners</i> guidance). ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> ● If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. ● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings for all students, applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	<p>CLEANING:</p> <ul style="list-style-type: none"> ● 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. <p>LOADING/UNLOADING PROTOCOLS</p> <p>Loading at Bus Stop:</p> <ul style="list-style-type: none"> ● 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. To the maximum extent possible. ● Significant planning will occur to eliminate the need for multiple students in a seat to the maximum extent possible. ● 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. <p>UNLOADING AT SCHOOL</p> <ul style="list-style-type: none"> ● 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. <p>LOADING AT SCHOOL</p> <ul style="list-style-type: none"> ● 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 has been provided for every driver 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

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) 	<p>CLEANING</p> <ul style="list-style-type: none"> • 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 daily. • Individual student supplies assigned wherever possible. • Daily cleaning routines will be maintained by custodial staff and district facilities supervisor in accordance with any additional CDC guidelines. • Facilities will be cleaned and disinfected at least daily • Cleaning and disinfectant supplies will be correctly labeled, kept away from students, and used in accordance with manufacturer’s recommendations.

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

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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<ul style="list-style-type: none"> ● Designated staff will implement the plan. ● District nurse (Teresa Parsons) will be utilized in all communications. In addition our district nurse is being supervised/trained by a neighboring district who has had a district nurse for many years. Documents are being shared between FRSD and this neighboring district (Junction City S.D.). ● Communicable Disease management plans will be reviewed and implemented.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the “household” or “family unit” applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident 	Not Applicable

- Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
- Configure common spaces to maximize physical distancing;
- Provide enhanced cleaning;
- Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Exception

K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.
- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days* prior to traveling to the school, OR
 - Quarantine on campus for 14 days.*

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

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. 	<ul style="list-style-type: none"> ● Safety Drills: 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.

- ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
- ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- ☒ Drills shall not be practiced unless they can be practiced correctly.
- ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ If students leave the classroom: 	<ul style="list-style-type: none"> ● Staff has on-going professional development in the areas of: Trauma informed practices, mindfulness, and stress management ● Staff will train students using PBIS protocol ● Students will participate in classroom morning meetings and SEL curriculum ● Our behavior specialist and IA will support any student who needs a sensory, physical, or mask break. ● All interactions outside of cohort will be documented <p>Behavior staff and specific IAs are MANDT trained</p> <ul style="list-style-type: none"> ● Prior to school starting, staff will have professional development in the areas of: Trauma informed practices, mindfulness, and stress management. ● Middle School Second Step SEI program will be taught to all students through general education as a Tier One program. ● Social skills training and social emotional instruction will be provided to students identified by SST teams or IEP teams as needing such an intervention (Tier Two) ● Staff will implement and teach PBIS strategies to help promote a positive learning environment. ● School counselor will support any student who needs a sensory, physical, or mask break. ● Selected Special Education staff are MANDT trained. ● All interactions outside of cohort will be documented ● Teachers will integrate mindfulness and self-regulation strategies into their daily classroom routines and instruction.

<ul style="list-style-type: none"> ● 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). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● 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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" type="checkbox"/> 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.</p>	
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2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	Disposable masks are made available to all staff, students, and other personnel on a daily basis.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ul style="list-style-type: none"> ● 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. ● Our local public health authority has added a school resources page with a wide range of links and resources for districts to access. ● When cases are identified in our local region, consultation will occur with LPHA regarding district response and key stakeholders will be included.

3b. RESPONSE

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

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance 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"> ● Transition planning, 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. ● We will be working with Lane County Public health on guidance regarding cleaning, sanitizing and disinfection of schools. ● 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. ● We will follow Lane County Public health guidance regarding the return of students and staff for on-site instruction.



ASSURANCES

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

This section does not apply to private schools.

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

- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,

- The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- [Planning for COVID-19 Scenarios in Schools](#)

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

-  **4. Equity**
-  **5. Instruction**
-  **6. Family, Community, Engagement**
-  **7. Mental, Social, and Emotional Health**
-  **8. Staffing and Personnel**

Assurance Compliance and Timeline

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

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