



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

ODE Updated 8/11/2020

Monument School District Updated 8/14/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Monument School District #8
Key Contact Person for this Plan	Laura Thomas
Phone Number of this Person	541-934-2646
Email Address of this Person	thomasl@grantesd.k12.or.us
Sectors and position titles of those who informed the plan	Laura Thomas, Administrator Charles Thomas, Maintenance/Transportation Kristi Emerson, Custodial/Nutrition Services Treila Osborne, Elementary Certified Teacher Mary Cade, Elementary Certified Teacher Jessica Hudson, Elementary Certified Teacher Michele Engle, Jr. High/High School Certified Teacher Dallas Masonheimer, Jr. High/High School Certified Teacher Michael Metts, Jr. High/High School Certified Teacher Shawnah Schafer, Administrative Secretary Jessica Winegar – Grant County Health Department Robert Waltenburg – Grant County ESD Superintendent Monument School District Board of Directors Family Survey Results Staff Survey Results
Local public health office(s) or officers(s)	Kimberly Lindsey
Person Designated to Establish, Implement & Enforce Physical Distancing Requirements	Laura Thomas Shawnah Schafer
Intended Effective Dates for this Plan	August 18, 2020
ESD Region	Grant County ESD

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.

- 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.

Surveys were sent to all families regarding the successes and challenges of “Distance Learning for All” in the spring of 2020. The survey also included questions surrounding families’ plans for their student’s education during the 2020-2021 school year along with any concerns they may have regarding the upcoming school year. A staff survey was also sent out regarding successes and challenges of “Distance Learning for All” in the spring of 2020 and staff thoughts and concerns on how school should resume in the fall of 2020 for our district. All surveys were sent digitally, paper copies mailed to families who do not have internet access along with surveys being accessible in multiple languages to ensure all families were reached.

Collaboration with staff and board members is a critical component of the districts planning process. A planning meeting with certified staff was held on the certified teaching staff on Wednesday, July 1st. Other staff key staff (i.e. custodial, food nutrition, etc.) are included and consulted with as appropriate. Board members are updated on the planning process at regularly scheduled board meetings.

- Indicate which instructional model will be used.

Select One:

- On-Site Learning
 Hybrid Learning
 Comprehensive Distance Learning

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the <i>Ready Schools, Safe Learners</i> guidance.
N/A

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. 	<p>We will use our Pandemic Plan, Communicable Disease Plan, and Board Policy GBEB: Communicable Disease/Staff Illness to implement measures to help limit the spread of COVID-19. We have ensured all plans and applicable policies have been updated.</p> <p>All appropriate plans and policies will be reviewed with the staff during the 2020-2021 school year all-staff in-service meeting.</p> <p>The Grant County Health Department (GCHD) met with all county administrators to outline how all cases and communication will be made if/when cases are reported within the county/town/district. They will recommend actions the District shall take if affected.</p> <p>Each building/area will be thoroughly cleaned/disinfected daily. High traffic areas/surfaces will be disinfected two to three times per day, determined by each building's regular master schedule that will be finalized prior to the start of the 2020-2021 school year.</p> <p>Any cluster illness will be reported to GCHD by the school administrator or designee.</p> <p>All recommendations of GCHD will be followed and implemented within 24 hours. Appropriate logs of student contact will be provided to GCHD will be provided upon request.</p> <p>Daily Screening - Students</p> <ul style="list-style-type: none"> • Students who ride the bus will be screened the bus driver prior to loading the bus. <ul style="list-style-type: none"> ➢ Non Symptomatic students will take their assigned seat on the bus ➢ Symptomatic students will return home with their parent or guardian if they are present. If their parent/guardian is not present, the student will be assigned to sit in a designated seat at the front of the bus with them being the first to depart the bus and will go directly to the office. • Students who walk to school or are dropped off will be screened by the "before school recess" teacher in the pre-K – 6th grade or by the front office staff in the 7th – 12th grade as they enter district facilities. • Informal screenings will be done throughout the day by staff who interact with the students. • The district administrator or designee in her absence has the ultimate final say in the presence of possible symptoms of COVID-19. <p>Daily Screenings - Staff</p> <ul style="list-style-type: none"> • Staff are responsible for screening themselves prior to the start of each school day for symptoms. • Staff are not responsible for screening each other. • The district administrator or designee in her absence has the ultimate final say in the presence of possible symptoms of COVID-19.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>The District’s Operational Blue Print plan will be made available to families via our school website and paper copy (as needed) prior to the start of on-site instruction. Families will be updated as appropriate regarding infection control measures. Template communication letters will be drafted prior to the start of the 2020-2021 school year to make for quick communication to families and staff via email or USPS in the family’s language spoken at home in the event of a confirmed case. Personal phone calls will be made when appropriate to ensure quick communication.</p> <p>Contact tracing logs will be maintained through Synergy with appropriate staff having access to complete them for daily tracking of students, staff, and visitors who are present each day. All contact tracing logs will be maintained in the district office for a minimum of four weeks.</p> <p>Any itinerant staff will document their schedule in a running four-week log for the purpose of contact tracing.</p> <p>GCHD will inform the District of any confirmed COVID cases. Staff will determine affected areas and extensive cleaning/disinfecting will take place, with a through deep clean/disinfecting of the remainder of the campus. The completion of these actions will be reported to the GCHD and on-site instruction will not resume without the consultation of the GCHD.</p>

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, 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. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. 	<p>Educational plans are being made for a Hybrid Model which will include On-Site Instruction and Comprehensive Distance Learning to meet the needs of all students and families.</p> <p>All staff and students have the rights to identify as vulnerable or part of a vulnerable household.</p> <ul style="list-style-type: none"> • Staff <ul style="list-style-type: none"> ➢ Be provided protective equipment to minimize exposure. ➢ May be reassigned when possible to complete tasks that minimize exposure. ➢ May use appropriate leave options. • Students <ul style="list-style-type: none"> ➢ All students identified as vulnerable, either by a physician or parent/guardian notification, will be provided educational options (i.e. additional distancing, protective equipment, Comprehensive Distance Learning, etc.). ➢ Students who require additional services through the district will continue to receive those services. <p>Volunteers are unable to work in the district at this time and visitors (including parents) are limited to the main office as a way to mitigate risk for high-risk populations unless otherwise deemed necessary by the administrator or other designee.</p>

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

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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 (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Each classroom/area is measured to determine room capacity based on a minimum of 35 sq. ft. of usable space per person:</p> <ul style="list-style-type: none"> • Elementary Building Room Capacity <ul style="list-style-type: none"> ➢ Preschool classroom: 743.5 ft² = no more than 21 people ➢ K/1st/2nd classroom: 786 ft² = no more than 22 people ➢ 3rd/4th classroom: 786 ft² = no more than 22 people ➢ 5th/6th classroom: 786 ft² = no more than 22 people ➢ Sped/Speech: 200 ft² = no more than 5 people • High School Building <ul style="list-style-type: none"> ➢ Library: 619 ft² = no more than 17 people ➢ Social Studies classroom: 638 ft² = no more than 18 people ➢ English classroom: 548 ft² = no more than 15 people (includes computer office adjacent to English classroom) ➢ District Meeting classroom: 754 ft² = no more than 21 people ➢ Music classroom: 309 ft² = no more than 8 people ➢ Cafeteria: 1216.5 ft² = no more than 34 people • Science Building <ul style="list-style-type: none"> ➢ Science classroom: 512.5 ft² = no more than 14 people ➢ Science lab: 649.25 ft² = no more than 18 people ➢ V-Tel classroom: 293.25 ft² = no more than 8 people ➢ Computer lab: 535.5 ft² = no more than 15 people • CTE Building <ul style="list-style-type: none"> ➢ CTE classroom: 364.5 ft² = no more than 10 people ➢ CTE shop: 2800 ft² = no more than 80 people

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ➤ Greenhouse: 1800 ft² = no more than 51 people • Gymnasium <ul style="list-style-type: none"> ➤ without bleachers: 4200 ft² = no more than 120 people ➤ with bleachers: 5292 ft² = no more than 151 people <p>Physical Distancing Guidelines to Applied in All Areas of District:</p> <ul style="list-style-type: none"> • Remove all unneeded furniture from classrooms. • Student have assigned seats/spots in each room which are spaced 6 feet apart. • Staggered entry times for activities that can result in extended time in line. • Marking will be placed on the floor to maintain physical distancing when in line or in common areas. • Arrows to show direction of foot traffic around campus. <p>Staff will spend time at the beginning of year teaching the new physical distancing requirements/guidelines. Staff will give reminders when students forget or don't remember, without employing punitive discipline.</p> <p>Staff will maintain physical distancing during staff meetings and meet virtually when appropriate.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Cohorts will be limited to no more than 50 students ODE and OHA guidance/metrics.</p> <ul style="list-style-type: none"> • Preschool – 6th grade students will be part of cohort A. • 7th – 12th grade students will be part of cohort B. • Students riding the River Route bus will be part of cohort 1 • Students riding the Long Creek Route bus will be part of cohort 2 <p>Contact tracing logs will be kept for each bus route (morning and afternoon) and class. These logs will be maintained through our student data program Synergy.</p> <p>Areas shared by multiple cohorts will be disinfected between different cohorts using the same area.</p> <p>High traffic surfaces/areas (i.e. door handles, railings, bathrooms) will be disinfected two to three times per day following high use times.</p> <p>Desks will be wiped down when elementary students leave their classroom for an extended time (i.e. recess, lunch, etc.) and at the close of each 7th – 12th grade class period.</p> <p>All students, regardless of cohort will maintain access to general education, grade level learning, and their peers.</p> <p>Students and staff will wash for 20 seconds or sanitize their hands as they enter and exit a room.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. 	<p>The district administrator will provide communication to staff, students, and families on:</p> <ul style="list-style-type: none"> • measures being implemented to prevent the spread of the disease.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> notifying staff, students, and/or families who have come into close contact with the disease. newly confirmed cases of COVID-19 among students or staff including the district response to the diagnosis. <p>All communications with staff, students, and families will be provided in the family's home spoken language along with the communication being provided in their preferred form (i.e. email or USPS, or phone call when appropriate).</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> 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. <input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>The district administrator or designee will communicate with staff, students, and families of symptoms which require them to stay home.</p> <p>Daily Screening - Students</p> <ul style="list-style-type: none"> Students who ride the bus will be screened the bus driver prior to loading the bus. <ul style="list-style-type: none"> ➢ Non Symptomatic students will take their assigned seat on the bus ➢ Symptomatic students will return home with their parent or guardian if they are present. If their parent/guardian is not present, the student will be assigned to sit in a designated seat at the front of the bus with them being the first to depart the bus and will go directly to the office. Students who walk to school or are dropped off will be screened by the "before school recess" teacher in the pre-K – 6th grade or by the front office staff in the 7th – 12th grade as they enter district facilities. Informal screenings will be done throughout the day by staff who interact with the students. The district administrator or designee in her absence has the ultimate final say in the presence of possible symptoms of COVID-19. <p>Daily Screenings - Staff</p> <ul style="list-style-type: none"> Staff are responsible for screening themselves prior to the start of each school day for symptoms. Staff are not responsible for screening each other. The district administrator or designee in her absence has the ultimate final say in the presence of possible symptoms of COVID-19. <p>Any staff or students who have knowingly been exposed to COVID-19 shall not be allowed on campus until the passing of 14 calendar days after exposure and are showing no symptoms.</p> <p>Anyone displaying or reporting the primary symptoms of concerns will be isolated and sent home as soon as possible; remaining home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</p> <p>The district will not exclude staff or students who have a cough that is not a new onset or worsening cough (i.e. asthma, allergies, etc.) from school. Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Volunteers/Visitors (including parents) will: <ul style="list-style-type: none"> Presence will be limited to the district main office and are not allowed to work in schools or complete any activity that requires in person interaction at this time. Only essential visitors as deemed necessary by the district administrator or designee will be allowed for in person interactions. wash for 20 seconds or sanitize their hands upon entering and exiting the facility. wear a mask/face covering/shield per local guidelines. be screened for signs/symptoms of COVID-19; and if they are showing symptoms of COVID-19 or have knowingly been exposed to COVID-19 within the preceding 14 day they will not be welcome to enter the facilities.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . <input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> Students should not be left alone or unsupervised; Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; Provide additional instructional supports to effectively wear a face covering; 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. <input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> Additional guidance for nurses and health staff. Protections under the ADA or IDEA <input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> Offering different types of face coverings and face shields that may meet the needs of the student. Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; Additional instructional supports to effectively wear a face covering; 	All staff working are required to wear a face covering or shield when working in a public area or with students. <p>Front office staff may use a plastic barrier when interacting with the public but will wear a face covering or shield when move about the facilities.</p> <p>All students, kindergarten through 12th grade, will wear a face covering or shield when on the bus, at school, or engaged in a school sponsored event. Pre-K students will not be required to wear a face covering or shield per ELD guidance.</p> <p>Face covering or shield breaks will be given at staff's directions. During a break, the student(s) will be allowed to remove their face covering or shield if they are away from peers while face covering or shield is removed; although student will not be left alone.</p> <p>If a student removes their face covering/shield during a non "break" time or is not wearing it properly the staff will provide instructional support to aid the student in reengaging properly wearing of the face covering or shield.</p> <p>Students will be provided instruction and adequate support to effectively wear face coverings or shields. No student will be discriminated against or disciplines for an inability to safely wear a face covering or shield during the school day.</p> <p>School RNs or staff providing care/monitoring staff or students displaying symptoms will wear an N-95 face mask and any other appropriate PPE.</p> <p>The district will work on an individual basis with any student or staff to provide the appropriate ADA or IDEA accommodations in regards to wearing a face covering or shield.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ○ If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. 	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. 	<p>Any staff or student who identifies as symptomatic during the screening process or becomes ill while at school will remain supervised at school by the office staff in a designated area until arrangements can be made with the parents for the child to be transported home.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<p>Staff supervising a student in isolation must:</p> <ul style="list-style-type: none"> • Wear a medical grade facial covering and maintain physical distance but not leave the child unattended. • Maintain sufficient composure and disposition so as not to unduly worry a student or family. • Maintain confidentiality as appropriate. <p>Staff and students with known or suspected COVID-19 symptoms cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:</p> <ul style="list-style-type: none"> • The passage of 14 calendar days after exposure • Symptoms have been resolved for 24 hours without the use of anti-fever medications • Grant County Health Department recommendations are met <p>Daily logs will be maintained with the following information:</p> <ul style="list-style-type: none"> • Names of students sent home for illness, cause of illness, time of onset; and • Names of students visiting the office for illness symptoms, even if not sent home.



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. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <p>No student will be dropped for non-attendance if they meet the following conditions; while ensuring to follow rules for initial enrollment date:</p> <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19. • Have COVID-19 symptoms for 10 consecutive school days or longer. • Have been exposed to COVID-19 and required to stay home for a period of quarantine as defined by LPHA • Maintain contact with staff during their absences regarding the reason for the absences and for academics. <p>Any student transferring from another district will have records requested from the previous district within 10 days to ensure all parties are aware of the transfer.</p> <p>Remote students will have their attendance tracked via staff check-ins following the Comprehensive Distance Learning model.</p> <p>The district will follow guidance to support all students who are absent regardless of the length of time.</p>

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. 	<p>On-Site Attendance</p> <ul style="list-style-type: none"> • Pre-K – 6th grade (in elementary setting) attendance will be taken each morning at the start of each school day. • 7th – 12th grade attendance will be taken at the beginning of each class period scheduled that day. <p>Alternative Program students will have attendance taken according to ODE released guidance.</p> <p>Hybrid/Comprehensive Distance Learning attendance will be taken in accordance with <i>Ready Schools</i>, <i>Safe Learners</i> and <i>Comprehensive Distance Learning</i> Guidance.</p> <p>Attendance expectations will be communicated with families.</p>

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 <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p>Technology devices will be checkout to families in need.</p> <p>All devices owned by the district will be disinfected, inventoried, updated (as needed), repaired (as needed) upon return prior to redistributed (as needed).</p> <p>Varying technology platforms (i.e. Google Classroom, flash drives, etc.) will be used to meet the needs of staff and families regardless of technology access.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>Handwashing:</p> <ul style="list-style-type: none"> • Age appropriate handwashing education will be provided to all students, • Naturally scheduled times for handwashing (i.e. going to recess, returning to the classroom, lunch, etc.). • Sanitizer will be provided at each entry and in every classroom for use when handwashing is not available or to use as needed. <p>Equipment:</p> <ul style="list-style-type: none"> • All equipment will be disinfected in the daily deep clean • Equipment will be disinfected as needed during the school day between different groups use of it. <p>Events:</p> <ul style="list-style-type: none"> • All events will be modified, postponed, or canceled in accordance with GCHD, ODE, and state guidelines.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Transitions/Hallways:</p> <ul style="list-style-type: none"> • Signage will be displayed to show direction of traffic flow in high traffic areas. • Floor markings will be used to ensure physical distancing when students are standing in line. • Floor markings will also be used in common areas as a remainder for physical distancing. <p>Personal Property:</p> <ul style="list-style-type: none"> • Students will be encouraged to bring their own supplies, including a personal refillable water bottle. • All personal items brought to school will need to be labeled with a student's name.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Physical distancing will be maintained with procedures and signage put into place during arrival and dismissal.</p> <p>Any staggered arrival or dismissal times will be communicated with families and staff.</p> <p>Assigned staff members will screen students upon arrival, also documenting arrival and departures with the documentation being maintained in the district office for the purpose of contact tracing.</p> <p>Sanitizer stations will be at all building entrances and in all classrooms and regularly used rooms (i.e. cafeteria, gym, etc.)</p> <p>It will be shared with families the importance of keeping drop off and pick up as brief as possible.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating:</p> <ul style="list-style-type: none"> • Desks will be placed six feet apart from each other. • Students will have assigned seats. <p>Materials:</p> <ul style="list-style-type: none"> • Each classroom will limit the sharing of communal supplies. • Whenever possible students will be assigned their own supply of classroom items to use (i.e. math manipulatives) • These items will be disinfected during the daily deep clean prior to the start of a new school day. • Intermittent cleaning/disinfecting will happen as needed by the classroom teacher. • Sanitizer and tissues will be readily available in each room for staff and students. <p>Handwashing:</p> <ul style="list-style-type: none"> • Signage and verbal reminders will be used to remind staff and students of the importance and need of respiratory etiquette (i.e.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>regular washing hands, covering a cough/sneeze with your elbow followed by immediate handwashing/sanitizing, etc.)</p> <ul style="list-style-type: none"> Handwashing/sanitizing will be regularly scheduled at natural times during the school day (i.e. prior to snacks/meals, when entering a room, when going to recess, etc.)

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>The district playground will be open and closed to the public in accordance Oregon Health Authority's guidance with local park/playground openings and closings. Appropriate signage will be used to communicate this.</p> <p>After using the restroom staff and students will wash with soap and water for a minimum of 20 seconds.</p> <p>Students will wash their hands or sanitize their hands before going out to recess and as they come in from recess.</p> <p>Playground equipment will be used by one cohort at a time and disinfected between cohorts.</p> <p>A thorough deep clean/disinfect of the campus will occur prior to the start of the following school day. High traffic areas will be cleaned/disinfected multiple times per day.</p> <p>Cohorts, physical distancing, and square footage requirements will be maintained in accordance with <i>Ready Schools, Safe Learners</i> Guidance.</p> <p>Physical distancing will be maintained at the maximum extent possible within each cohort using floor markings and allowable activities.</p> <p>Staff will maintain physical distancing and follow <i>Ready Schools, Safe Learners</i> guidance.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not 	<p>No self-serve/buffet-style meals will be available.</p> <p>There will be no sharing of food or drink.</p> <p>While face coverings/shields are removed for eating, students and staff will maintain at least 6ft of physical distance. Face coverings or shields will be replaced once they are done eating.</p> <p>All food service/nutrition staff will wear face shields or face coverings while completing their duties.</p> <p>Students will wash their hands or sanitize before and after meals.</p> <p>Sanitizing of the cafeteria will occur between cohort meal periods along with high traffic surface areas.</p> <p>All meal related items (i.e. plates, utensils, etc.) will properly cleaned between cohorts.</p> <p>Staff will maintain physical distancing and follow <i>Ready Schools, Safe Learners</i> guidance.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 Ready Schools, Safe Learners guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. 	<p>After the completion of use of each district vehicle it is the responsibility of the driver to disinfect the vehicle.</p> <p>Loading/Unloading Protocols</p> <ul style="list-style-type: none"> • A visual screening will be conducted and documented by the bus driver as each student loads the bus. <ul style="list-style-type: none"> ➢ Students who are displaying symptoms upon the screening will give provided a face mask/face shield and seated physically distanced away from other riders and will be taken to the office upon arrival at school to begin isolation measures if a parent is not readily available to take the student back home prior to boarding the bus. ➢ Any all symptoms documents will be reported to the district office. • Students will maintain physical distancing to the maximum extend possible when loading/unloading the bus. • Students will be seated in assigned seats. <p>The district will work with families of students who require additional transportation services per the student's related services.</p> <p>Drivers will wear face shields or face coverings during loading and unloading of students.</p> <p>The district will communicate with families of changed guidelines and procedures and reminding them of the importance of physical distancing at the bus stop.</p> <p>All students, Kindergarten through 12th grade will wear a face covering or shield during transportation.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, 	<p>High traffic areas/surfaces (i.e. door handles, railings, restrooms, etc.) will be cleaned/sanitized a minimum of two times per day (more as needed) following high traffic times.</p> <p>All disinfectants/cleaners will be chosen being cognizant of appropriate EPA lists and disinfectants/cleaners will be used in accordance with label and directions.</p> <p>Ventilation systems will be cleaned and maintained according to the manual for preventative maintenance.</p> <p>Increased ventilation will be used when practical (i.e. open windows, hold classes outside, etc.).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> ☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>All buildings/facilities will be deep cleaned/disinfected after the completion of a school day, prior to the start of the next school day.</p>

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). 	<p>The district will provide age appropriate hand hygiene and respiratory etiquette education to encourage prevention (i.e. student instruction, signage, information given to families, etc.)</p> <p>We will consult with Grant County Health Department and LHA for health services proactive measures.</p> <p>We will practice appropriate communicable disease isolation and exclusion measures.</p> <p>COVID-19 specific infection control practices for staff and students will be communicated.</p> <p>Review of 504 and IEP accommodations will be reviewed for vulnerable populations.</p> <p>Immunization processes will be addressed as per routine timeline.</p> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care, etc.).</p>

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 	<p>N/A</p>

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. <input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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"> ● 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 	<p>The district will continue to plan, develop instructional practices, and engage in trainings to support students and the school environment.</p> <p>Any space and PPE used in an unimpeded de-escalation will be thoroughly cleaned/disinfected after de-escalation.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).</p> <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. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <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> <p>Protective Physical Intervention</p> <p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. 	<p>Coordinated Communication with GCHD:</p> <ul style="list-style-type: none"> • Work with GCHD to establish timely communication with staff and families. • GCHD will provide school centered communication and will potentially host conference calls as deemed appropriate. <p>When cases are identified in the district the GCHD will advise the district of all pertinent information along with actions in response to the case(s).</p> <p>If the GCHD advises an in-person school closure, consultation will occur with legal counsel, union representatives, and district administration to ensure processes are consistent with legal advice.</p>

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. 	<p>The district will follow Comprehensive Distance Learning guidance, any applicable board policies, and coordinate with GCHD for an outbreak response.</p> <p>If anyone has been on campus is known to have been diagnosed with COVID-19, the district will report the case to and consult with the GCHD reading appropriate response.</p> <p>Report any cluster of staff or student illness to GCHD (2 people with similar symptoms).</p> <p>The district will modify, postpone, or cancel large school events as coordinated with GCHD, OHA, and ODE.</p> <p>If a school closure for in-person instruction is to occur, implement Comprehensive Distance Learning models for all staff/students.</p> <p>Meals will continue to be provided to students.</p> <p>The district administrator or designee, in coordination with GCHD, will determine and communicate criteria that must be met in order for on-site instruction to resume and timelines with families and staff.</p>

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., playground equipment, 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. 	<p>The district will:</p> <ul style="list-style-type: none"> • follow all Comprehensive Distance Learning guidance; • clean, sanitize, and disinfect surfaces and facilities per GCHD and CDC guidance; • communicate with families about returning for on-site instruction plans; and <p>coordinate all reopening plans for on-site instruction with GCHD.</p>



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>