



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Format Updated 7/22/2020

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	Silvies River Charter School, Harney District 1J
Key Contact Person for this Plan	Principal Eric Nichols
Phone Number of this Person	541-589-2401
Email Address of this Person	e.nichols@silviesrcs.org
Sectors and position titles of those who informed the plan	Teachers School Administrators District Administrators Transportation Personnel Maintenance Personnel Custodial Personnel Paraprofessionals Local Public Health Department Burns Paiute Tribe—contact Vanessa Bahe Shannon Criss, Superintendent, Harney ESD/Harney Early Learning Harney County Health Department personnel
Local public health office(s) or officers(s)	Jolene Cawlfied, Director or Harney County Health Nicholas Calvin, Director of Harney County Health Department beginning September 1, 2020
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Matthew Hawley, Superintendent
Intended Effective Dates for this Plan	August 19, 2020
ESD Region	Harney ESD 17

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.

Online survey in Spring of 2020, school board meetings, Online survey available via text, Facebook and webpage in Summer of 2020 sent to ALL stakeholders including those underserved, marginalized and disproportionately impacted by COVID-19.

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.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) 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. 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.

Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

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.

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.



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 spreads 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 <i>Ready Schools, Safe Learners</i> 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. 	<p>Communicable Disease Management Plan COVID19 Pandemic UPDATE LINK created in collaboration with Harney County Health Department</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 and provide all logs and information 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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"> <input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) 	<p>Staff</p> <ul style="list-style-type: none"> ○ Plan included all staff self-identifying as vulnerable as part of a vulnerable household. ○ Redeployed option may include but not limited to: <ul style="list-style-type: none"> --Online instruction and support --Maintenance projects, custodial work, office work without student/staff contact ○ Staff may consider leave options as well

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>defines three levels of severity related to required nursing services:</p> <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. <p><input checked="" type="checkbox"/> 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:</p> <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. ○ 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. ○ 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. 	<p>Students</p> <ul style="list-style-type: none"> ○ All students identifying as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in distance learning instruction. ○ Students who experience disability will continue to receive specially designed instruction. ○ Students with language services will continue to receive appropriate services. <p>Visitors/Volunteers</p> <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.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</p> <p><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</p>	<p>Capacity at Silvies River Charter School tutoring centers meets the spacing requirements as set by ODE/OHA</p> <ul style="list-style-type: none"> ○ All rooms will have signage illustrating capacity requirements ○ As a Virtual School, face to face classroom meetings are not a current requirement and can be done virtually

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> ○ The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Tracking attendance carefully within cohorts will be critical to support contact tracing.</p> <p>Transportation Not applicable to SRCS virtual school</p> <p>Lunch --Not applicable to SRCS virtual school</p> <p>Special Education/Title Services/Speech/Language --All students continue to be served with distancing requirements with cohorts not mixing.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> ○ The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <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. 	<p>Letter to SRCS staff, Letter to SRCS families, Protocols shared on website, Return to work protocol</p> <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. • 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/local public health response. <p>All communications with staff, students, and families will be provided in the family's home spoken language along with the communication being provided via e-mail, text, internet, and phone/letter as appropriate.</p> <p>Reminders will be sent to parent/guardians to report actual symptoms when calling students in sick as part of communicable disease surveillance.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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:</p> <ul style="list-style-type: none"> ○ Primary symptoms of concern: cough, fever (of 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 ○ Other severe symptoms <p><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.</p> <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. ○ They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><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 within the preceding 14 calendar days.</p> <p><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.</p> <p><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>	<p><u>Screening:</u></p> <ul style="list-style-type: none"> ● COVID-19 symptoms include fever and cough, as well as shortness of breath or difficulty breathing; fever; chills; muscle ache; sore throat; and loss of taste or smell. ● Employees presenting these symptoms should not come to work and should contact their physician. Employees presenting these symptoms at work will notify their supervisor immediately and leave the work environment immediately contacting their physician. ● Staff are required to report to the administrator when they may have been exposed to COVID-19. ● Staff are required to report to the administrator when they have symptoms related to COVID-19. ● Staff members are not responsible for screening other staff members for symptoms ● Individuals must stay home a minimum of 72 hours after the fever is gone and other symptoms are improving. ● If anyone who has entered SRCS and is diagnosed with COVID-19, the COVID-19 contact, Principal/Director Eric Nichols, Principal/Director Del Enders, or Superintendent Matthew Hawley, will consult with Public Health to determine cleaning procedures or possible temporary building and school closure. Harney County Public Health will assume responsibility for contact tracing. ● Employees exposed to a COVID-19 confirmed case will be excluded from work until a recommendation is provided from LPHA to school administration on their return. ● All students will be visually screened prior to school entry by SRCS staff. <ul style="list-style-type: none"> ○ Primary Symptoms of concern for COVID-19 screening symptoms include fever and cough, as well as shortness of breath or difficulty breathing; fever; chills. ○ Additional symptoms may include, but not grounds for exclusion may include muscle ache; sore throat; fatigue, congestion, runny nose and loss of taste or smell. ○ Nausea or vomiting, diarrhea are also grounds for exclusion from school. <ul style="list-style-type: none"> ▪ † Vomiting and diarrhea are listed in OAR 333-019-0010 as conditions for restriction from school, independent of COVID-19. ○ Staff and/or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. <p><u>School Entry:</u></p> <ul style="list-style-type: none"> ● Each of the school entry points will be staffed by district staff, each wearing face coverings and distancing ● Staff will be screened and will disinfect/handwash ● School personnel will help students who have arrived to maintain social distances of 6 feet using markers on the ground. ● Students will handwash/disinfect/sanitize upon entry ● Personnel will maintain the check-in log (Daily Log-COVID-19) at the entrance, screening for symptomatic students.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Staff will contact office to alert other staff of students experiencing symptoms and need an escort to the sick room.</p> <ul style="list-style-type: none"> • Students will be logged into the log with names, the date, and the time of entry. Hand sanitizer will be provided at each entry station as students enter the buildings. • After 8:30am when all students have entered the building, exits 2-5 will be locked from the outside, and all further visitors/students will enter through entry 1. • Students will proceed directly to their assigned homerooms. <p>EXAMPLE LOG</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <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. <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 within the preceding 14 calendar days. 	<p>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.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines 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, the school/team must: <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. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to 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; <input checked="" type="checkbox"/> For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. <input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. 	<p><u>Protective Barriers or Face Shields</u></p> <ul style="list-style-type: none"> • Provided for: <ul style="list-style-type: none"> • Speech Language Pathologists (as provided by HESD) • All CES staff (including but not limited to transportation personnel, front office staff, teachers, paraprofessionals, food services, administration) <p><u>Facial Coverings</u></p> <ul style="list-style-type: none"> • Provide and Required for all staff and students <p>Students who choose to not wear a face covering will continue to receive access to instruction.</p> <p>Face coverings for all students, staff and visitors provided. Contractors required to supply masks.</p> <p><u>Education/Communication</u></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. 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 MEASURES

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. 	<p>All students identified as symptomatic during the screening process, or who become ill while at school, will remain at school in designated</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> ○ Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ○ 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. <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ○ School nurse and health staff in close contact with symptomatic individuals (less than six 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. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ○ Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. ○ If they have a positive COVID-19 viral (PCR) test result, the person 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 they 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 person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A 	<p>isolation area and supervised by staff until parent/guardian contacted for transport.</p> <p>Staff supervising a student in isolation must:</p> <ul style="list-style-type: none"> • Wear a facial covering and maintain physical distancing, but not leave a child unattended. • Maintain confidentiality as appropriate. <p>Staff and students with known or suspected COVID-19 cannot remain at school and should only as recommended by the Local Public Health Authority.</p> <p>Staff working with symptomatic individuals will utilize a medical grade face mask, this is a N95 and available at the front desk.</p> <p>Individuals will be provided with a face covering if they don’t have one of their own.</p> <p>After use by a symptomatic individual, the isolation room will be disinfected entirely.</p> <p>Isolation logs maintained with the following:</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 office for illness symptoms, even if not sent home. <p>SRCS will continue with front office health care services as per school norms</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>physician note is required to return to school, to ensure that the person is not contagious.</p> <ul style="list-style-type: none"> ○ If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	



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 higher risk activities (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
<p><input checked="" type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:</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, or ○ Have COVID-19 symptoms for 10 consecutive school days or longer. <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p>	<p>All students enrolled following Oregon Department of Education (ODE) guidelines.</p> <p>No student shall be dropped for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> • Are identified as vulnerable, 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 14 calendar days or as recommended by Local Public Health Authority. <p>Students and/or Parent/Guardians shall maintain contact with school during student absences.</p> <p>Remote students will have their attendance tracked via staff check-ins following ODE model.</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Grades K-5: 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).</p> <p><input checked="" type="checkbox"/> Grades 6-12: 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).</p> <p><input checked="" type="checkbox"/> 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>	<p>Attendance recorded as per ODE guidance in Ready Schools Safe Learners.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or <i>school-owned</i> 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. 	<p>Technology devices will be checked out to families desiring a device using physical distancing requirements.</p> <p>All devices owned by the district will be disinfected, inventoried, updated (as needed), repaired (as needed) upon return prior to redistribution while meeting physical distancing requirements.</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. 	<ul style="list-style-type: none"> ● Handwashing: Age appropriate handwashing education will be provided to all students, Naturally scheduled times for handwashing/disinfectant application (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. ● Equipment: All equipment will be disinfected in the daily deep clean by custodial staff. <p>Equipment will be disinfected as needed during the school day between student use. Examples include but are not limited to (welders, woodshop saws, etc.)</p> <ul style="list-style-type: none"> ● Events/Safety Drills: During Events/Drills distancing will be designed and maintained. Only required events will take place. Events available in a virtual format will be rescheduled virtually. ● Transitions/Hallways: Building occupants are instructed to walk with your right shoulder to the wall in all hallways. ● School Scheduling will limit transitions and interaction. ● Personal Property: Allowed but only to be used by student

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 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 hand sanitizer 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>School Entry/Arrival</p> <p>Bus- not applicable</p> <ul style="list-style-type: none"> ● District staff may help the unloading/arrival processes to ensure social distancing <p>Parents-</p> <ul style="list-style-type: none"> ● Parents are made aware of the parent drop off in front of the school/tutoring center via a map, via social media, via the school website, email, etc.. ● School staff will help guide students to appropriate entry check-in point. <p>School-</p> <ul style="list-style-type: none"> ● Each of the school entry points will be staffed by district staff, each wearing face coverings. ● Staff will be screened and will disinfect/handwash ● School personnel will help students who have arrived to maintain social distances of 6 feet using markers on the ground. ● Students will handwash/disinfect/sanitize upon entry ● Personnel will maintain the check-in log (Daily Log-COVID-19) at the entrance, screening for symptomatic students. Staff will contact office to alert other staff of students

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>experiencing symptoms and need an escort to the sick room.</p> <ul style="list-style-type: none"> • Students will be logged into the log with names, the date, and the time of entry. Hand sanitizer will be provided at each entry station as students enter the buildings. • After 8:30am when all students have entered the building, exits 2-5 will be locked from the outside, and all further visitors/students will enter through entry 1. • Students will proceed directly to their assigned homerooms. <p>Student Dismissal</p> <ul style="list-style-type: none"> • Classroom teachers will again log out all students present in Classroom X and record the time as necessary. • Students whose parents will pick them up will do so from the parent loading zone, staff by district staff to help maintain 6 feet distance. • Staff will clean and disinfect all classrooms nightly, along with all bathrooms and common areas.

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><u>Classroom:</u></p> <ul style="list-style-type: none"> • SRCS will have established stable cohorts • Inside the classroom, student seating will be approximately 6 feet apart, there will be limited contact between students. • Desks will be cleaned and sanitized daily by the custodial staff, along with all high touch surfaces within the classroom. • Learning centers/classrooms/gyms/cafeteria will maintain the 35 square foot minimum outlined in the ODE 20/21 Guidance. • Hand sanitizer will be available in the classroom, and students will utilize the sanitizer before and after leaving the classroom (bathroom, office trips, etc.). • Bathroom trips will require the washing of hands following. • The teacher will maintain a cohort log of students daily, including a list of all adults that enter the classroom (IA, SLP, etc.). • Staff will implement a daily schedule of sanitizing all frequently touched surfaces including, door handles, light switches, tabletops, desks, counter tops, sink handles, toilets, and classroom and staff room surfaces. • Employees will also wipe down key boards, office doorknobs, computer mouse, and desk surface on a daily basis. Work stations should not be shared with other employees. • Student work areas will not be shared with another student until the student area has been disinfected appropriately. • All school supplies/equipment will be operated by one student unless the supply is disinfected prior to another student's use. High traffic multiuse materials/equipment and areas of focus include woodshop/construction equipment, welding equipment, Paxton Patterson and science laboratory equipment.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> • Building occupants are instructed to walk with your right shoulder to the wall in all hallways. • School Scheduling will limit transitions and cohorts interaction. <p><u>School Owned Restrooms:</u></p> <ul style="list-style-type: none"> • Bathroom toilets have dividers • Every other bathroom urinal will be covered if side by side. • Every other bathroom sink will be covered if side by side. • Maximum occupancy signs and supervision by staff during passing times and recess/lunch to limit numbers in restroom. • All bathrooms will be cleaned daily at a frequency of once per every 2 hours. Including sanitizing all sinks, faucets, doors knobs, and other frequently touched surfaces. <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Building occupants are instructed to walk with your right shoulder to the wall in all hallways. • Physical distancing requirements enforced in staff break areas for all adults.

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. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>Students—Not applicable for virtual school</p> <p>Staff-</p> <ul style="list-style-type: none"> • For group staff meetings, boxed meals and individually plated meals are allowed. Family style buffets and potlucks are not allowed. Hands should be disinfected and/or washed before and after eating a meal. Eating surfaces will be disinfected prior to and following use. • Student meals will be served in advance (no buffet/family style). Hands should be disinfected and/or washed before and after eating a meal. • Individual employees may prepare personal meals in staff kitchens. Disinfect surfaces following use. • Employees should clean/disinfect any surface used after eating and clean/disinfect conference tables after meetings. Use of staff rooms should be staggered at meal times to allow for social distancing of six feet separation.

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). 	<ul style="list-style-type: none"> • Guidelines for vehicle use are status quo with additional cleaning requirements outlined in the next bullet. Each car/mini bus/bus will be stocked with hand sanitizer and disinfectant. Please contact Darren Koch if any supplies are missing or need to be replenished.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can 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. ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<ul style="list-style-type: none"> ● Disinfectant/sanitizer will be available in each vehicle. Drivers will wipe down the steering wheel, shift knob, lane signal lever, headlight lever and other frequently touched surfaces before driving and after driving. Hands should be thoroughly washed before and after driving. Key fob should be wiped clean with disinfectant wipe/solution before turning it in. ● When riding in a vehicle with another staff person, staff face coverings will be worn by all individuals.

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., playground equipment, 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, 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. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. 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. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ 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). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and 	<ul style="list-style-type: none"> ● Staff and classrooms will be given the following for their classrooms: carry tote, microfiber cloths, spray bottle with alcohol solution, student/staff re-usable/washable face coverings, hand sanitizer, and a small supply of disposable face coverings. ● Building sanitation practices will occur daily in classrooms, bathrooms, conference rooms, and staff rooms. ● Staff will implement a daily schedule of sanitizing all frequently touched surfaces including, door handles, light switches, tabletops, desks, counter tops, sink handles, toilets, and classroom and staff room surfaces. ● Employees will also wipe down key boards, office doorknobs, computer mouse, and desk surface on a daily basis. Work stations should not be shared with other employees. ● Student work areas will not be shared with another student until the student area has been disinfected appropriately. ● All school supplies/equipment will be operated by one student unless the supply is disinfected prior to another student's use. High traffic multiuse materials/equipment and areas of focus include woodshop/construction equipment, welding equipment, Paxton Patterson and science laboratory equipment. ● Del Enders, Director/Principal for SRCS will be the contact person for all cleaning/sanitation supplies. Supplies are stored at the facility and respective classrooms. ● If a positive COVID case occurs at SRCS the respective locations will be shut down until a deep cleaning has occurred or until recommendation from LHPA says otherwise. Del Enders will manage that cleaning process and storage of supplies using approved cleaners.

OHA/ODE Requirements	Hybrid/Onsite Plan
filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance).	

2k. HEALTH SERVICES

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

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> ○ 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 <input checked="" type="checkbox"/> 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 ○ 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. 	Not applicable for SRCS



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input checked="" type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	Coordination, emergency response and the like as per the Crane Schools Pandemic Plan/SRCS Pandemic Plan has and shall continue to take place.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> <input type="checkbox"/> Determination if exposures have occurred <input type="checkbox"/> Cleaning and disinfection guidance <input type="checkbox"/> Possible classroom or program closure <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	Coordination, emergency response and the like as per the SRCS Pandemic Plan has and shall take place.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <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"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <input type="checkbox"/> Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>District will support learners as per the Ready Schools Safe Learners guidance.</p> <p>Cleaning and communication as per district pandemic plan</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. This section does not apply to private schools.

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the *Ready Schools, Safe Learners* guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the *Ready Schools, Safe Learners* guidance at this time. 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

Principles in Action

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty.

It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

Required

- ✓ Review and apply the schools equity stance, principles and/or commitment.
- ✓ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.



5. Instruction

Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23206 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).

For students not attending in-person through the On-Site Instructional Model, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.

--Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or offsite, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.

--Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.

--Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

- ✓ Communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students.
- ✓ For students not attending in-person through the On-Site instructional model, provide designated educator "office hours" to ensure consistency and access to students and families. "Office hours" indicate when each teacher will be accessible (online or via telephone) for consultation.
- ✓ For students not attending in person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

On-Site Instructional Model: All students have access to in-person instruction in accordance with public health requirements. This model would be closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-covid models of delivery while meeting instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a Hybrid model.

Required

- ✓ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- ✓ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). Version Checkboxes (☑) indicate requirements; arrows (⇒) indicate recommendations. Page 2.7.2 47
- ✓ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Hybrid Models: In a Hybrid instructional model, some instruction is in-person and some instruction is provided off-site, in order to honor student and staff safety while meeting instructional hours requirements. Hybrid instructional models must include plans for all sections of Comprehensive Distance Learning. Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models require prioritization of on-site learning activities and supports, and/or which content is taught on-site. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. An OnSite instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. While complex and varied, Hybrid instructional models allow for great creativity and flexibility. Additional information will be provided on Hybrid models for schools without digital access in the August 2020 update.

A preview of additional requirements for the Hybrid Instructional Model, which will be released with the August 11 iteration, has been developed to support school and district planning at this time.

Required

- ✓ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ✓ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- ✓ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Comprehensive Distance Learning Model: Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive guidance provides additional considerations for schools when planning for distance learning. Each school choosing to operate only through Comprehensive Distance Learning must indicate the reason for this decision.

Required

- ✓ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ✓ Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services in a synchronous manner. See the Comprehensive Distance Learning Requirement Overview for a full list of requirements for CDL.

Short-Term Distance Learning The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact a classroom, a section of a school, a school, or an entire district.

Instructional Considerations It is critical to focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement, and agency.

Curriculum and Instruction

Required

- ✓ Prioritize the most essential academic content standards in each content area.
- ✓ Provide access to a well-rounded education.
- ✓ Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment practices to grow student’s ability for independent learning.
- ✓ Incorporate time for check-ins (Social Emotional Learning) and peer interactions; develop classroom culture.

Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only**Required**

- ✓ Develop and implement an equitable grading policy.
- ✓ Progress monitor student learning, especially for younger students.
- ✓ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- ✓ Regularly report progress to students and families, in alignment with Division 22 requirements.
- ✓ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

Safeguarding Student Opportunity Clause Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The Safeguarding Student Opportunity Clause attempts to mitigate negative impact to students’ learning pathway or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic.

Required

- ✓ Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.
- ✓ Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes Version Checkboxes (☒) or (✓) indicate requirements; arrows (⇒) indicate recommendations. Page 2.7.2 56 progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities.
- ✓ Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019- 20 school year).
- ✓ Develop a Credit-Earning Assurance Plan with students and families by the end of September 2020, for any -20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.
- ✓ Hold students who received an “Incomplete” (or local equivalent) during the final term of the 2019-2020 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.

Instructional and Extra-Curricular Activities Requiring Additional Considerations Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, physical education and to protect staff and students.

Required

- ✓ For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made. See program specific requirements and recommendations in the links below. Version Checkboxes (☒) or (✓) indicate requirements; arrows (⇒) indicate recommendations. Page 2.7.2 57
- ✓ Schools must adhere to the most recent iteration of physical distancing and face covering requirements while administering courses and programs with special considerations.
- ✓ Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.

**6. Family, Community, Engagement**

Partnership in **Planning** Ongoing engagement among students, families and communities is critical to planning for a successful school year. Schools should consider the cultural and linguistic assets held within their communities when partnering with students and families in designing Operational Blueprints. In the planning process, schools have the opportunity to cultivate relationships with the families, tribal and community organizations, and the early learning and child care providers who supported student learning and development during school closure. These

groups and individuals have been closest to our students during the closure, and are best positioned to help schools identify drivers for a successful school plan.

Required

- ✓ All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations.
 - IN GENERAL. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)
- ✓ Include early learning programs and child care providers in the planning process. Schools with preschool classrooms will include plans for these classrooms in the school Operational Blueprint. Additional considerations specific to early learning environments is forthcoming.

Communication

Required

- ✓ Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet).
- ✓ Communicate the Operational Blueprint for Reentry and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
 - Post to school and district website, or ESD website if there is no school or district website.
 - Send notification to all families before the start of school.
 - Share with co-located early learning partners.



7. Mental, Social, and Emotional Health

Planning

Required

- ✓ Mobilize crisis response team to address mental, social and emotional health including suicide, grief and trauma, child abuse, substance use, and youth trafficking within the current context; familiarize staff with Lines for Life remote suicide risk assessment and safety planning services for schools (503- 575-3760), and OHA's Telehealth Tip for Clients with Suicide Risk.

Resources and Strategies Recognize and acknowledge the stress and trauma that students, families, and staff have experienced and may continue to feel during the school year; normalize their experience and prioritize time to process.

Required

- ✓ Where available, make contact information or a list of contacts of school and community-based mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.



8. Staffing and Personnel

Supports

Required

- ✓ Support school personnel who meet criteria for high-risk populations (see section 1b).
- ✓ Develop protocols for communicating possible COVID-19 exposure to staff.

Public Health Training

Required

- ✓ Review the Operational Blueprint for Reentry with all staff.
- ✓ Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry.

--Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements. Train all staff on how to access ODE/OHA updates and review requirements.

--Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions.

--Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.

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>