



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Tillamook School District
Key Contact Person for this Plan	Christy Hartford and Jesse Johnson
Phone Number of this Person	503-842-2566
Email Address of this Person	<a href="mailto:hartfordc@tillamook.k12.or.us">hartfordc@tillamook.k12.or.us</a> and <a href="mailto:johnsonj@tillamook.k12.or.us">johnsonj@tillamook.k12.or.us</a>
Sectors and position titles of those who informed the plan	Superintendent, Communications Director, Director of Curriculum, Director of Special Education, Elementary and Secondary Principals, Food Service Director, Finance Director, Transportation Director
Local public health office(s) or officers(s)	Dr. Melissa Paulissen, TCHD
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jesse Johnson
Intended Effective Dates for this Plan	Sep 2020-Jun 2021
ESD Region	NWRESD

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.

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

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

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

Our staff is dedicated to placing our communities of focus (traditionally underserved populations) at the center of our planning for 2020-21 school year. Across our district, these students will have preference to in-person learning. The Tillamook School District has provided community and staff surveys to collect feedback and input from all stakeholders, including our focus groups. Our plans will be reviewed by the Local Public Health Authority (LPHA) and the Tillamook School Board on Aug 10,2020.

Students in the Tillamook School District:

- 45% access free and reduced lunch
- 36% identify as students of color
- 17% experience special needs
- 15% are emerging bilingual students
- 3% require accommodations from a 504 Plan

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/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. 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.

The Tillamook School District is selecting Comprehensive Distance Learning. At this time, district leadership has determined that the community spread in Tillamook, as measured by OHA Metrics, is not in a place to bring staff and students on-site safely. Staff will receive additional training, curriculum, and support to provide comprehensive distance learning. Each student will receive a device and the internet is being expanded across Tillamook County. Metrics will be reviewed in November to make a decision regarding a transition to On-Site/Hybrid Learning for the 2nd Trimester. This plan goes into effect on September 14, 2020 and will run through December 4, 2020.

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.

The Comprehensive Distance Learning Guidance will be reviewed by High School Administrative Staff and District Leadership to create an instructional learning path that is consistent for families and students, while flexible to accommodate student needs. The Tillamook High School program will use Acellus as the primary mode of instruction. Students will be given a district device and have access to reliable internet. The high school staff will communicate with students at least twice weekly, via synchronous and asynchronous methods. The high school program will align to the K-12 program by utilizing Canvas as a learning management system. Acellus will be used as a core curriculum and supplemented with age-appropriate activities aligned to the Oregon Academic standards. Additional materials will be provided to each family on an as-needed basis.

Students will be provided a daily opportunity to connect with staff and students for social-emotional learning and connection once a week during Cheeseblock.

Counseling services will be available through the high school counseling office and Counselor's Corner, located on the high school website. The program will administer a family survey, every 6 weeks, to gather feedback on the virtual program.

High School staff will participate in professional development provided to all district staff with regards to health/safety protocols, updated district policies, and virtual teaching and learning best practices. Additional professional learning will be provided throughout the school year.

Meals will be provided to all students via bus drop offs. Staff will have weekly office hours scheduled for parent support, via online or telephone. The virtual high school handbook will be updated to include new policies and expectations, for both in-person and distance learning. A recorded virtual orientation for Acellus and Canvas will be sent to parents for future reference, in addition to the individual family meetings.

Attendance will be recorded as required by ODE guidelines and monitored by the Attendance Secretary. The Assistant Principal will also complete monthly newsletters for family communication and be available weekly for parent support.

The high school program will work in coordination with Northwest Regional ESD to provide additional student services, as needed. The role and responsibilities of staff will be outlined, across the district, during in-service week along with updated evaluation protocols.

**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 anticipated timeline for returning to Hybrid/On-Site learning is for the second trimester (12/8), with a decision being made in November by district leadership. The leadership team will evaluate the OHA metrics, review current county statistics, consult with local health officials, and collect stakeholder input to determine if a transition can happen safely. A transition plan will be formalized by district staff and shared with families with adequate notice. The transition plan may include bringing focal groups on-site for increased support.

*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**



# 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input 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.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>● 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 <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">TSD9 Pandemic Plan</a></li> <li>● The Tillamook School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</li> <li>● Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA: Jesse Johnson</li> <li>● <a href="#">Ready Schools, Safe Learners</a> training will be conducted virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible during back to school building level inservice. A <a href="#">common resource</a> will be used across K-12.</li> <li>● Notification to the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff to initiate contact tracing and determine length of quarantine.</li> <li>● Building engineers will coordinate daily cleaning schedules designed to regularly disinfect and sanitize high use areas. Lonnie Eggert will supervise these activities at the high school level.</li> <li>● The Tillamook School District also follows School Board Policies GBEB, JHCC and GBEB/JHCC-AR Screening/Isolation. Visual screening of all students and staff is outlined in 1f. Potentially symptomatic students will be isolated following guidance outlined in 1i. Students displaying symptoms of COVID-19 will immediately be isolated <b>in the main office work room</b>, families will be notified, and the student(s) will be monitored by staff until pick-up.</li> <li>● Contact logs will be maintained for all students/cohort within each instructional space, and will include the following info: <ul style="list-style-type: none"> <li>■ Child's name</li> <li>■ Drop off/pick up time</li> <li>■ Parent/guardian name and emergency contact information</li> <li>■ All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <ul style="list-style-type: none"> <li>○ Logs will be collected daily at the office and kept for four weeks.</li> </ul> </li> <li>● The Tillamook School District Outbreak Protocol is outlined in section 3a. With confirmed COVID-19 exposure, the cohort will be immediately quarantined, and will immediately pivot to comprehensive distance learning.</li> </ul>

- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input 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> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> </ol> <p><input 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"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and</li> </ul> </li> </ul>	<p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member. <i>upon verification or required documentation?</i></p> <p><b>Staff</b></p> <p>*Plan includes self-identifying classified and certified staff:</p> <ul style="list-style-type: none"> <li>● All redeployed staff will have the option of taking FMLA, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled with the district provided online instruction with a twice weekly check-ins.</li> <li>● Students who experience disability will continue to receive specially designed instruction.</li> <li>● Students with language services will continue to receive English Language Development.</li> <li>● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</li> <li>● All students requiring individualized nursing care will have all support services coordinated with the school nurse</li> </ul>

- 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"> <li><input 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.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</li> <li><input 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.</li> <li><input 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).</li> <li><input 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.</li> <li><input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>Overall:</p> <ul style="list-style-type: none"> <li>● Develop class rosters to maintain compliance with ODE's guidance for 35 square ft per person</li> <li>● Remove/arrange extra furniture to make more room</li> <li>● Removing fabric-covered furniture</li> <li>● Assign seating to maximize physical distancing and minimize physical interaction.</li> <li>● 9-12 grade students will be split into A and B instructional cohorts dependent upon room capacity and staffing.</li> <li>● Physical distancing will be supported via additional signage, training for staff and students, traffic patterns and schedules to maximize physical distancing, minimize time spent standing in lines, and designate areas on the playground for the exclusive use of one cohort at a time.</li> <li>● Any students needing additional support in understanding and managing physical distancing guidelines will be provided additional instruction and practice.</li> </ul> <p>Additional Considerations:</p> <ul style="list-style-type: none"> <li>● Special education services will be planned and provided by Case Manager in collaboration with classroom teachers. Most SDI may be provided in co-taught lessons with special education and/or general education staff.</li> <li>● Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.</li> <li>● SLP will be provided with a face shield or plexiglass partition.</li> <li>● Choir and band activities limited or conducted outside with at least 12 feet between students</li> <li>● PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for sanitizing between groups if using common spaces.</li> <li>● Staff will maintain physical distancing during all meetings or professional learning sessions.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input 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.</li> </ul>	<p>Below are the identified stable cohorts. Each individual's participation in a cohort will be documented on a contact log to ensure capability for contact tracing.</p> <ul style="list-style-type: none"> <li>● Transportation Cohort</li> </ul>

<ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <ul style="list-style-type: none"> <li><input 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.</li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input 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.</li> <li><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input 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.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>○ This is a stable group of students each day</li> <li>○ Stable groups can be varied by AM/PM routes.</li> <li>○ Updated contact logs are required for each run of a route.</li> </ul> <ul style="list-style-type: none"> <li>● 9th-12th Grade Classroom Cohorts <ul style="list-style-type: none"> <li>○ Class size will be limited to space restrictions and all classes will be under 18 students.</li> <li>○ Students will switch class cohorts 6 times throughout the day, interacting with no more than 100 people within the school day.</li> <li>○ The cohorts will be heterogeneous providing all students equitable access to grade level standards.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Contact logs will be maintained for all students/cohort within each instructional space, and will include the following info: <ul style="list-style-type: none"> <li>○ Child's name</li> <li>○ Drop off/pick up time</li> <li>○ Parent/guardian name and emergency contact information</li> <li>○ All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> <li>○ Logs will be collected daily at the office and kept for four weeks.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Physical distancing will be supported via additional signage, training for staff and students, traffic patterns and schedules to maximize physical distancing, minimize time spent standing in lines, and designate areas on the playground for the exclusive use of one cohort at a time.</li> </ul> <ul style="list-style-type: none"> <li>● Building engineers and staff will coordinate daily cleaning schedules designed to regularly disinfect and sanitize high use areas.</li> </ul> <ul style="list-style-type: none"> <li>● Staff and students must wash/sanitize their hands upon entering and exiting a learning space.</li> </ul>
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### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><input 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.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>● A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</li> <li>● Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</li> <li>● Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</li> </ul>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input 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.</li> </ul>	<p><b>COVID-19 symptoms</b></p> <ul style="list-style-type: none"> <li>● Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have</li> </ul>

<p>COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input 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"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible.</li> <li>● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input 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 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 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>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"> <li>● Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li><input type="checkbox"/> Trouble breathing</li> <li><input type="checkbox"/> Persistent pain or pressure in the chest</li> <li><input type="checkbox"/> New confusion or inability to awaken</li> <li><input type="checkbox"/> Bluish lips or face</li> <li><input type="checkbox"/> Other severe symptoms</li> </ul> </li> </ul> <p><b>Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>● Each student will be assigned an entrance point (i.e., a specific door) to the school building</li> <li>● They will go directly to their first period through their assigned entry door.</li> <li>● Staff will be present at each entry point to visually screen students for symptoms</li> <li>● All meals will be served in classrooms to individual cohorts. Students and staff will wash hands or sanitize prior to eating.</li> </ul> <p><b>Screening Students Upon Entry</b></p> <ul style="list-style-type: none"> <li>● There are transportation specific screening protocols that must be followed. See section 2i for more information. Logging for Contact Tracing</li> <li>● Staff will be assigned to each entry door to visually screen students.</li> <li>● When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a).</li> <li>● Students will use hand sanitizer or a handwashing station as they enter a new location.</li> <li>● Staff assigned to each entry door will need to maintain contact logs with information about each student who enters.</li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>● Staff will enter through one designated door, and participate in a temperature screening prior to reporting for duty. Face coverings will be worn during the screening.</li> <li>● Staff are required to report when they may have been exposed to and/or when they have symptoms of COVID-19.</li> <li>● Staff members are not responsible for screening other staff members for symptoms.</li> </ul>
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**Excluding from school or work:**

- The district will 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. Any students or staff who are known to have been exposed to COVID-19.
- 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.

**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><li><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li><li><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</li><li><input type="checkbox"/> Visitors must wear face coverings in accordance with OHA and <a href="#">CDC guidelines</a>.</li><li><input type="checkbox"/> Screen all visitors 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.</li></ul>	<ul style="list-style-type: none"><li>● Adults in schools are limited to essential personnel only.</li><li>● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction during the pandemic.</li><li>● Essential visitors must wash or sanitize their hands upon entry and exit.</li><li>● Visitors will enter through one designated door, and participate in a temperature screening prior to reporting for duty. Face coverings will be worn during the screening, throughout the entire time that they are within the school.</li><li>● Visitors will be denied entry if showing symptoms of COVID-19.</li><li>● Family members can accompany staff members into the building during non-contact times. Family members of staff are not permitted to touch items used by students. Staff members are to ensure all surfaces that a family member comes into contact with are disinfected upon exit.</li></ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><li><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines Face Coverings</a>.</li><li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines Face Coverings</a>.</li><li><input 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: <b>Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised; Provide additional instructional supports to effectively wear a face covering; Provide students adequate support to re-engage in safely wearing a face covering; Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</b></li><li><input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students</li></ul>	<ul style="list-style-type: none"><li>● Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines Face Coverings</a>.</li><li>● Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines Face Coverings</a>.<ul style="list-style-type: none"><li>○ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team will:<ul style="list-style-type: none"><li>■ Provide space away from peers while the face covering is removed; students will not be left alone or unsupervised; Additional instruction will be provided to support effectively wear a face covering; Students will be provided adequate support to re-engage in safely wearing a face covering; Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li></ul></li></ul></li></ul>

displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.

#### Protections under the ADA or IDEA

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

#### Protections under the ADA or IDEA

- If any student requires an accommodation to meet the requirement for face coverings, the school will work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations will include:
  - Offering different types of face coverings and face shields that may meet the needs of the student.
  - Spaces away from peers while the face covering is removed; students will not be left alone or unsupervised.
  - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
  - Additional instructional supports to effectively wear a face covering;
- For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, the school will provide options for engaging in education
- The school will comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
  - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school will:
    - 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.
    - Ensure that placement determinations are not made based solely on the inability to wear a face covering.
    - Plans will 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 will:
    - Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
    - Determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
        - Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction

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.

with accommodations, or Comprehensive Distance Learning

- The school will 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, the school will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

## ii. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> <li><input 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.               <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> </li> <li><input 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.               <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> </li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> </ul>	<p>A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise.</p> <ul style="list-style-type: none"> <li>● Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>● Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.</li> <li>● Secondary isolation areas may be identified if/as needed.</li> <li>● Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include:               <ul style="list-style-type: none"> <li>○ Name of student</li> <li>○ Reported symptoms/reason for health room visit</li> <li>○ Action taken</li> </ul> </li> <li>● Existing protocols for transporting students to their home or a medical facility will be followed.</li> </ul> <p>Students who need support for non-COVID related medical issues will follow established medical protocols.</p> <p>Students and staff who are displaying symptoms of COVID-19 will be sent home.</p> <ul style="list-style-type: none"> <li>● Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>● 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.</li> <li>● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home</li> </ul>

- 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.
    - 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 physician note is required to return to school, to ensure that the person is not contagious.
    - 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.
  - 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.
- 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 the person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
  - 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.
  - Prior to reentry, written documentation from a medical provider should be provided indicating the outcome of the medical consultation related to COVID-19 symptoms.



## 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>● Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	<ul style="list-style-type: none"> <li>● Students and families will be given the option to enroll in fully online distance learning or onsite learning.</li> <li>● Onsite learning and school-based distance learning opportunities will coordinate and work to cover the same standards and grade-level content, allowing symptomatic students to continue learning during a medical absence.</li> <li>● Students who are not attending school due to displaying COVID-19 symptoms or are considered part of the vulnerable population, will not be disenrolled, and attendance and instructional practices will be adjusted accordingly.</li> </ul>

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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). <input 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). <input 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.	<ul style="list-style-type: none"> <li>For students attending on-site or participating in comprehensive distance learning, attendance will be taken in accordance with ODE guidelines..</li> <li>Families will be provided a clear and concise description of attendance expectations for meeting attendance requirements.</li> </ul>

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> <li>All students will be assigned a district-owned device for use in the school building.</li> <li>Students will have the option to take the device home for at home use.</li> <li>Deployment of district-provided hotspots will continue to ensure adequate internet access for all families.</li> <li>Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>Shared school devices will be cleaned and sanitized between each use. Assigned school devices will be cleaned and sanitized upon check-in and check-out.</li> </ul>

### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<p><b>Hand Washing:</b> All students will wash hands or use sanitizer prior to breakfast and lunch.</p> <ul style="list-style-type: none"> <li>Frequent opportunities for hand washing will be provided throughout the school day.</li> <li>Hand washing will be supplemented with the use of hand sanitizer.</li> </ul> <p><b>Equipment:</b> Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.</p> <ul style="list-style-type: none"> <li>Sharing of supplies will be restricted whenever possible.</li> <li>All shared equipment will be cleaned between users.</li> </ul> <p><b>Events:</b> Off-site field trips and events requiring visitors or volunteers have been canceled.</p> <ul style="list-style-type: none"> <li>In-school events will be modified to follow cohorting and social distancing guidance.</li> <li>Use of the building by outside groups will not be allowed.</li> </ul> <p><b>Transitions/Hallways:</b> Hallways will include traffic markings to reduce contact.</p> <ul style="list-style-type: none"> <li>Transitions by grade-level cohort groups will be staggered to reduce contact.</li> <li>Student cohorts will remain in the classroom with adult transitions when possible.</li> </ul>

- Cohort classrooms will be assigned by building area/level to allow access to an individual bathroom, drinking fountain and hand washing station throughout the school day.

**Classroom line up:** Visual makers will be used around doorways and inside classrooms to support physical distancing during transitions.

**Personal Property:** Personal property must be labeled with a student name and will only be used by the student, and will be stored to ensure physical distancing between students.

**Restrooms:** Restrooms assigned based on cohort rooms. Visual reminders will be used in all restrooms to encourage hygienic practices including:

- Handwashing techniques
- Covering coughs/sneezes
- Social distancing
- Facial coverings
- Covid-19 symptoms

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> 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). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <input type="checkbox"/> 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.	<b>Arrival and Entry</b> <ul style="list-style-type: none"> <li>● Each student will be assigned an entrance point (i.e., a specific door) to the school building</li> <li>● They will go directly to their 1st period class through their assigned entry door.</li> <li>● Staff will be present at each entry point to visually screen students for symptoms</li> <li>● All meals will be served in classrooms to individual cohorts. Students and staff will wash hands or sanitize prior to eating.</li> <li>● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.             <ul style="list-style-type: none"> <li>○ All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</li> </ul> </li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Classroom desks and tables will be arranged while striving to maintain 6 ft of separation. Students will use a single assigned seat at all times.</li> <li>● <b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff.</li> <li>● <b>Handwashing:</b> All students will wash or sanitize their hands upon building entry and prior to breakfast and lunch. Additional hand washing or sanitizing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.</li> <li>● <b>Furniture:</b> Upholstered furniture and soft seating will be removed from classrooms and learning spaces.</li> </ul>

- **Classroom Procedures:** All classes will use an assigned cubby or storage spaces for individual student belongings. Individual use bathroom/ hall passes only.
- **Seating:** Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.
- **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input 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 <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input 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.</li> <li><input 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.</li> <li><input 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 <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will access outside areas during planned break times using designated areas and equipment as indicated by necessary signage.</li> <li>● Students will wash their hands or use hand sanitizer before returning to the building.</li> <li>● Staff will instruct students in safe play practices emphasizing social distancing.</li> <li>● Common staff areas will be restricted to single use or physically distanced usage.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input 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.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> <li><input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>● Serve breakfast and lunch in classrooms and eat with cohort groups.</li> <li>● All students must wash hands or sanitize prior to meals.</li> <li>● Food will be delivered to classrooms.</li> <li>● Students will not share utensils or other items during meals.</li> <li>● Each student will eat at their designated table/desk in the classroom and desk/table will be cleaned after meals are consumed.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> 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"> <li>● 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.</li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with the transportation department to develop district level routes, training, and updates.</li> <li>● Bus routes will be adjusted to support cohorting students and physical distancing</li> <li>● All bus drivers will keep daily student logs (See Section 1a)</li> <li>● All drivers will wear face shields or the equivalent.</li> <li>● Buses will be cleaned and wiped down between each route daily.</li> <li>● If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> <li>● School team will consult with families of students who will need additional support on the bus. (This may include an additional staff member riding the bus with students).</li> <li>● To protect cohorts, students will only be transported to and from their residence.</li> </ul>
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## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input type="checkbox"/> <a href="#">Clean and disinfect</a> playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input type="checkbox"/> 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 <b>not</b> 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.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation</li> </ul>	<ul style="list-style-type: none"> <li>● All frequently touched surfaces (e.g., PE equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., technology equipment, calculators,, games, art supplies) will be cleaned between uses.</li> <li>● Door handles, desks, and tables will be cleaned between cohort groups.</li> <li>● PE equipment will be cleaned daily and between cohorts as often as possible.</li> <li>● Building Engineers will oversee the process of safely and correctly applying disinfectant and cleaning chemicals using products that reduce the risk of asthma.</li> <li>● Ventilation systems will be checked and maintained regularly by maintenance staff. Staff will be encouraged to open doors and windows to improve airflow throughout the day.</li> <li>● Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces.</li> <li>● Ventilation systems will be checked and maintained monthly by maintenance staff.</li> </ul>



where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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 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).	Plan will be drafted in collaboration with our district mental and behavioral health staff and Tillamook County Health representative..

## 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	Does not apply to the high school program.



# 3. Response to Outbreak

## 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input 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	<ul style="list-style-type: none"> <li>● <a href="#">TSD9 Pandemic Plan</a></li> <li>● Report to and consult with LPHA with all confirmed COVID-19 similar illness) among staff or students. cases.</li> <li>● Transition impacted cohorts to comprehensive distance learning.</li> </ul>

designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input 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"> <li>• Determination if exposures have occurred</li> <li>• Cleaning and disinfection guidance</li> <li>• Possible classroom or program closure</li> </ul> <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input 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 type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	<ul style="list-style-type: none"> <li>• <a href="#">TSD9 Pandemic Plan</a></li> <li>• Distance learning and in-person learning will be planned to allow for students to move between on-site and distance learning.</li> <li>• If there is an outbreak, consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.</li> <li>• Work with the District Food Service Director to establish and maintain meals for students.</li> <li>• Follow LPHS guidance regarding the return of students and staff for onsite instruction.</li> <li>• Communicate with families regarding criteria that must be met in order for on-site instruction to resume.</li> </ul>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.  <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.  <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">TSD9 Pandemic Plan</a></li> <li>• Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li>• Clean, sanitize, and disinfect surfaces and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li>• Communicate with families about options and efforts to support returning to onsite instruction.</li> <li>• Follow the LPHA guidance to begin bringing students back into On-Site instruction.           <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>



## ASSURANCES






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

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.*

*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.

	<b>4. Equity</b>
	<b>5. Instruction</b>
	<b>6. Family, Community, Engagement</b>
	<b>7. Mental, Social, and Emotional Health</b>
	<b>8. Staffing and Personnel</b>

### 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>