



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/6/2020

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	Henry L. Slater Elementary School
Key Contact Person for this Plan	Debi Lorence
Phone Number of this Person	541-573-7201
Email Address of this Person	debilorence@hcsd3.k12.or.us
Sectors and position titles of those who informed the plan	<div style="border: 1px solid black; padding: 5px;"> Superintendent Steve Quick, Debi Lorence Principal, Dianne Brinkely Harney County Health Dept. Liaison, Slater Teachers, and parent community. Food Service Director Channon Rebeiro, Technology Dept. Dan Leonardo, Head Maintenance and Transportation Supervisor Wade Peasley and Michele Tummonds </div>
Local public health office(s) or officers(s)	Jolene Cawfield until September 1, 2020 Nick Calvin after September 1, 2020

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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Debi Lorence Stephanie Lardy Sharon Wagner Coleen Allen
Intended Effective Dates for this Plan	August 24, 2020 to June 2021
ESD Region	Harney CountySD3

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.

1. Held several community meetings to discuss concerns, questions, and plans (6/24/20; 6/30/20).
3. Meetings with Staff
4. Meeting with local Pauite Tribe (6/30/20) Continual conversations and emailing
5. Parents of the district were surveyed to gather information to be used to build this plan.

6. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

7. 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).
8. 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.

We are planning a hybrid model should we not be able to meet the spacing requirements due to too many students enrolled per class.

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

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.

This plan is for Hybrid learning K-5th grades. We will return to full days once we are approved to do so by the health department, government, and school district.

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
<input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <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. <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. <input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	<p>The following links are to health authorities and policies which guided in drafting our Operation Blueprint for school Reentry 2020-2021.</p> <p>Center for Disease Control and Prevention</p> <p>Oregon Health Authority</p> <p>Harney County Health Department</p> <p>Harney County Staff Hand Book</p> <ul style="list-style-type: none"> ● Designated staff at this time: Principal and office staff. ● Names of LPHA: Jolene Cawfield, Nick Calvin, Diane Brinkley ● Training: Representatives from Harney District Hospital will be providing staff training the week of our in-service August 17, 2020. Principal will be leading process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance

- Process to report to the LPHA any cluster of any illness among staff or students.
 - Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
 - Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
 - Protocol to isolate any ill or exposed persons from physical contact with others.
 - Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
 - Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
 - Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 - Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
 - Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
 - Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance). This system needs to be made in consultation with a school/district nurse or an LPHA official. Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
 - Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 - Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - Process to ensure that 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).
- **Protocol to notify:** Office staff will notify Harney Co. Health Dept., and district personnel of any staff or student illness. They will coordinate and collect any logs or information needed. It will be called in directly to the health office they are giving us a person we will deal directly with our contact person.
 - **Plans for disinfection:** Janitors/Custodians will be in charge of cleaning of all student contact area on a daily basis. Janitors will complete a daily log of all areas sanitized indicating date and time of areas cleaned..
 - Staff who have been educated on cleaning and disinfecting protocols will systematically clean designated areas during the school day.
 - Staff and students will be trained with proper hand washing techniques. Janitors will be cleaning and sanitizing the bathrooms throughout the day and the bathrooms will be sanitized each evening.
 - Outside play equipment will be sanitized each evening and cleaning between each cohort.
 - The process for reporting: Contact our Local Public Health Director Jolene Cawfield, and Starting September 1, 2020 it will be Nick Calvin.
 - **Protocol for screening:** Protocol for screening students and staff for symptoms. Trained staff persons will be at each entry. Designated doors for entry, attendance is logged, they will be visually screened, hand sanitizer applied.
 - **Create a system for maintaining daily logs** for each student/cohort for the purposes of contact tracing. Students are logged in when entering the school bus, students are logged in once in the classroom for attendance. Adults will be logged in by a school staff person upon entry of the building using a computer. All logs will be dated and saved electronically for easy sharing with the LPHA.
 - Cohorts are each bus, each class, staff and adults that are in contact with the cohort. Logs are kept for 4 weeks.
 - Required components of individual daily student/cohort logs include: Child's name, Drop off/pick up time, Parent/guardian name and emergency contact information, All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student.
 - LPHA will be given the students or staff staffs name, phone number, date of birth, guardian names, and mailing and physical address.
 - **Protocol to isolate** any ill or exposed persons from physical contact with others .Should someone come to school with physical symptoms, we have two designated areas next to the office that can offer complete isolation and have bathrooms. Should someone have physical symptoms during the school day, a designated person will escort them to the designated isolation area. Students at Slater would be placed in one of two isolation rooms until parents arrive to transport them home. Staff will wear appropriate PPE, and never leave student unattended.
 - **Protocol for communicating** potential COVID-19 cases to the school community and other stakeholders. LPHA with the

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements Hybrid/Onsite Plan

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.

school district will develop a letter to communicate with staff, families and stakeholders.

- **Protocol to respond** to potential outbreaks. We will coordinate with the LPHA to establish communication channels, teacher of the cohort will implement short term distance learning, school will continue to provide meals.

Serve students in high-risk populations and medically fragile by offering short term online learning options.

- All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.
- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development

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>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</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 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. 	<ul style="list-style-type: none"> ● Staff: Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options.

- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Special education services will follow county health regulations. We will put first health and safety. It is a team decision.
 SpEd Instruction will be provided case by case. Given the nature of SpEd, being individualized education plans, each student team will have to modify and adapt services and supports for each student.

Speech services will be provided modified. Speech being medical will follow state and national guidelines.

Meeting minutes will be working with the General Ed teacher.
 Suggested medical waiver and modifying services waiver to the IEP's.

Will work with Harney County Hospital and follow their model as best as possible. Follow other clinicians are doing safely.

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1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. <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. <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). <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. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> ● Each classroom has posted outside the room a maximum capacity and the square footage of the area. Extra furniture was removed along with any soft fabric items too. ● Hybrid model the largest classroom size is 13 students. ● Desks and furniture have been set to allow 35 sq ft per person. ● Common areas and travel areas will be set for proper distancing. ● Training and practice will occur regularly for students and staff to continue to follow physical distancing. ● Hallways will be clearly labeled for one way traffic flow and if waiting needs to happen in these areas students will be physically distanced. ● When instruction outside the classroom occurs students will travel to the next room still ensuring that maximum capacity limits are followed and social distancing is maintained. Small group training will maintain social distancing guidelines. <p>Assigned seating and physical placement in all classrooms for all students.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <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 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 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). <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. <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. <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. 	<p>Students will maintain cohort groups based on busing, grade level, their designated days to be on campus learning A-L last names Monday and Wednesday and M-Z last names Tuesday and Thursdays.</p> <p>We do not have a grade level that exceeds 80 students.</p> <p>Transportation Cohorts:</p> <ul style="list-style-type: none"> ● Each bus route has its own cohort and each bus and their students will be traced daily for the AM/PM transportation. With Hybrid model ½ the students will ride on the school buses not to exceed 30 persons. <p>Grade level Cohorts Kindergarten through 5th grade. Each grade level stays together for instruction periods, recess and specials (music and PE). Meals are served in their classrooms.</p> <p>Cleaning and wiping surfaces.</p> <ul style="list-style-type: none"> ● Every time students leave their classroom, hand sanitizing will be implemented. ● Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in

- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

the same cohort with an approved EPA product, a trained staff person will clean.

- Minimize interaction between students in different stable cohorts: everyone eats in their classroom; Recess is done by cohorts only; am/pm bus cohort; small groups of academic pull outs are accounted for by grade level cohorts.
- All staff who visit multiple cohorts or are within 6ft distancing and or will wear PPE.
- Music teacher: will teach cohorts and each student will have their own individual hand instruments, no wind instruments.
- Cleaning between cohorts. PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces. Each class will have their own set of equipment. Disinfected at the end of the period.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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 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 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 type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>School District and LPHA will develop communication Parents, staff and community. Share protocols on schools website. Harney Counties Policies will reflect the protocols: Harney County SD3 Communicable Disease Protocols</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. COVID-19 symptoms are as follows: <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 <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 	<p>Screening: All classes will have designated entry doors. Teachers will visually screen their students for appearance of symptoms, before they enter the school building. 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). Two office areas with bathrooms are designated for people who show physical signs of a communicable disease. One a student or person is assigned to a room an adult wearing PPE will be assigned to watch.</p> <p>Screening Staff: Staff are required to report when they may have been exposed to COVID-19. Staff are required to report when they have symptoms related to COVID-19.</p> <p>Staff members are not responsible for screening other staff members for symptoms.</p> <p>Ongoing Weekly Reminders to parents to report actual symptoms when calling students sick as part of communicable disease surveillance.</p> <p>Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage</p>

parent/caregiver/guardian. Staff members can self-screen and attest to their own health.

- 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 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.

- 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.
- 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.
- 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.

of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.

Will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school. Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Restrict non-essential visitors/volunteers. <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. <input 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>All essential volunteers must go through volunteer training. They will be traced, placed in a cohort, and remain 6 ft of distance, trained in hygiene and sanitation protocols. They also will wash hands upon entry to the school.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. <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: <input 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 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; 	<p>Face coverings or shields are required for all staff that are regularly in contact within 6 ft of students and or staff.</p> <p>Staff who will sustain close contact for over 15 minutes will wear shield or face coverings.</p> <p>Bus drivers and staff preparing and or serving food, Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy will wear face shields.</p> <p>Facial Shields will be provided for Front office staff.</p> <p>Facial Shields and coverings are strongly encouraged for: ● Music teacher ● PE Teacher ● Librarian and Special Education staff</p> <p>Facial coverings are recommended for all staff.</p> <p>Facial Coverings are not recommended for children under the age of 12 years. However, if a parent provides the shield or covering we will honor their decision to ensure they is no ill remarks from other children and they are comfortable with their parent's rules.</p>

- 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 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
<p><input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input 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 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 type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input 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 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 	<p>Defer to Districts Communicable Disease Management Plan for appropriate isolation determination and process.</p> <p>School principal will connect weekly with LHAP. Staff will maintain student confidentiality as appropriate.</p> <p>Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.</p> <p>All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area.</p> <p>Student will be provided facial covering (if they can safely wear one).</p> <p>Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</p> <p>While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</p> <p>Staff will maintain student confidentiality as appropriate. Daily logs must be maintained containing the following: o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and o Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs</p> <p>Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: o the passage of 14 calendar days after exposure; and o symptoms have been resolved for 72 hours without the use of anti-fever medications.</p> <p>Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home.</p> <p>Logs will include: Name of student, Reported symptoms/reason for health room visit, and Action taken (temperature, calling of guardian). Someone identified as a Confirmed or Presumptive Case with COVID-19. This person isolates for 10 days, plus 72 hours after fever is gone and symptoms are improving</p>

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.



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"> <input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <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. <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. 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <p>No student will be dropped for non-attendance if they meet the following conditions:</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 the past 14 days

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. 	<p>Attendance will be taken daily following ODE guidance.</p> <ul style="list-style-type: none"> ● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. ● Teachers will notify the principal when the absence rate has increased by 20% or more. ● The principal will report this increase to the school district. <p>For high risk or medically compromised students who choose to enroll full time to online school, two way communication on two of the 4 days of online learning may include: Live Google Classroom sessions, Assignment submission, email or phone communication with the guardian.</p> <ul style="list-style-type: none"> ● The first week of school each classroom teacher will be going over the attendance rules for their students with the families. With the hybrid model A-L will attend in the building Monday and Wednesday. L-z will attend Tuesday and Thursday. All students every day must either be present or communicate with their teacher they are present and working on school work.

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 Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<p>All devices will be taught how to use with students and parents on and cleaning and care for them too. This will be done the first week of school starting August 24</p> <ul style="list-style-type: none"> ● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. ● Offer parent training classes the week of August 17. Librarian will teach classes to all parents preparing them to understand their child's devices and online learning platforms. ● Establish a volunteer team of technical support for the parents and the use of technology ● Teachers will start school by teaching students Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non digital distance learning where internet and computers will not be available. ● Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ● Share the list of all the software and student-facing technology solutions with families. ● Plan for adequate technology at home for off-site working, teaching, and learning. ● Review technology policies and data privacy policies and update if needed. ● All students will be assigned a district-owned device for use in the school building, assigned by serial number. ● Students will have the option to take the device home for at home use. ● Deployment of district-provided hotspots will continue to ensure adequate internet access for all families. ● Additional devices will be accessible for in-building use for students with broken devices or devices left at home. ● School devices will be cleaned and sanitized between each use.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<p>Handwashing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. Each classroom has a working sink.</p> <p>Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before used by another student or cohort group. Sharing of classroom supplies will be restricted, whenever possible.</p> <p>Transitions/Hallways: Hallway traffic direction marked to show travel flow and 6 ft spacing</p> <p>Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (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 not shared with other students.</p> <p>Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.</p> <p>Line up areas are to be marked with visual cues to indicate adequate physical distance.</p> <p>Restrooms: Each cohort will have designated restrooms and schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <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"> ● 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. <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. 	<p>Arrival and Entry</p> <ul style="list-style-type: none"> ● Each grade level cohort will be assigned an entrance point (i.e., a specific door) to the school building. ● Outside of entry doors are painted lines that each class will stand on. Physical distancing will be taught and reinforced daily. ● Upon entry, students will be given hand sanitizer. ● With classroom assigned staff they will go directly to their classroom. ● Staff will be present at each entry point to visually screen students for symptoms and track cohort data. ● Students identified as potentially symptomatic will be directed to the office. <p>Mark specific areas and designate one-way traffic flow for transitions of traffic in hallways.</p> <ul style="list-style-type: none"> ● Breakfast in the classroom starts at 7:00 AM and goes until 7:50 AM. Students must wash hands before breakfast. <p>Sign-In / Sign-Out Procedures</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. ● Arrivals will be greeted at the door by a staff member to reduce office traffic. ● All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.
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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating: Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. Hybrid model only half of the students will be onsite.</p> <p>Students will use a single assigned seat at all times.</p> <p>Materials: 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.</p> <p>Hand sanitizer and tissues will be available for use by students and staff.</p> <p>Hand Washing: All students will wash their hands upon building entry and prior to breakfast and lunch. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.</p> <p>Furniture: All upholstered furniture and soft seating has been removed from the school building.</p> <p>Classroom Procedures: All classes will have individual storage spaces for individual student belongings.</p> <p>Signage: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing,</p> <p>Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 Specific Guidance for Outdoor Recreation Organizations). <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. <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. <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 CDC guidance . <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance . <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.	<p>Slater Elementary School has an enormous playground area, including basketball courts and a track. Every grade will have their own designated area for recess.</p> <p>Cohort grade level classes may use the playground equipment and designated areas. The playground will be divided into areas according to the grade level cohort. The cohort remains able to use this designated area for the week. Weekly rotations of the cohorts and areas will be scheduled. During recess physical distancing will be supported.</p> <p>Each night and morning the equipment is disinfected.</p> <p>Students must wash hands before and after using the playground.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <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. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. <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.	<p>Students will pick up food in the cafeteria and return to their classrooms to eat.</p> <p>Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. All meals will be eaten in the classroom.</p> <p>All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <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 Ready Schools, Safe Learners guidance). <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"> ● 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. 	<p>Bus drivers will: Visually screen students for illness , Maintain logs for contact-tracing.</p> <p>Parents using school transportation will be required to be at the bus stop with their children until the visual screening by the bus driver is complete.</p> <p>Call parents should a student with physical signs of sickness be picked up Clean and disinfect bus</p> <p>Each bus will have:</p>

<ul style="list-style-type: none"> ● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <p><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.</p> <p><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</p> <p><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).</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings.</p>	<ul style="list-style-type: none"> ● passengers seat assigned sitting and in chorts of family or day care ● students will fill from the back to the front and leave the bus from the front to the back <p>Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. Clean and sanitize buses between cohort routes.</p> <p>Meet 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.</p>
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2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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 (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.</p> <p><input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.</p> <p><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p><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.</p> <p><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 not 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.</p> <p><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> 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 filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).</p>	<p>District will provide cleaning and disinfecting products.</p> <p>We will use products from the EPA list N safe for asthma. Teachers will be trained on proper cleaning procedures, will be given approved cleaning supplies, and be given instruction on when and what to use for different kinds of cleaning and disinfecting that will be needed.</p> <p>All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, and transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by a trained adult at least 2 times per day.</p> <ul style="list-style-type: none"> ● Ventilation systems will be checked and maintained monthly by maintenance staff.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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</p>	<p>Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention.</p>

<p>students and provide services for students with special health care needs.</p> <p><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).</p>	<p>This includes website, newsletter and signage in the school setting for health promotion.</p> <p>Schools will practice appropriate communicable disease isolation and exclusion measures.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting.</p> <p>COVID-19 specific infection control practices for staff and students will be communicated.</p> <p>Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.</p> <p>Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</p> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p>
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2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <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 designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<p>Coordinate Communication with the Local Public Health Authority.</p> <ul style="list-style-type: none"> ● Harney Local Health Department (LPHD) will provide school-centered communication. ● When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Temporarily dismiss students attending childcare facilities, K12 schools. ● Modify, postpone, or cancel large school events as coordinated with LPHD. ● Work with LPHD to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct
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3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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"> ● Determination if exposures have occurred ● Cleaning and disinfection guidance ● Possible classroom or program closure <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. 	<p>Follow</p> <p>Harney County SD3 Communicable Disease Policy</p> <p>Harney Co Health Dept</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 CDC guidance 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"> ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>Follow:</p> <p>http://www.publichealthlaw.net/Projects/panflu.php</p> <p>If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes. Plan instructional models that support all learners in comprehensive distance learning. 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.</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



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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