



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Ready Schools Safe Learners; VERSION 3.0.1; 7/29/20

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,² 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:

a. CONDITIONS TO IMPLEMENT;

i. RESIDENTIAL STUDENTS

ii. RESIDENTIAL STUDENTS AND DAY TREATMENT (FULL)

1. Provide the option to the parents; limiting the number of students that are allowed based on the limitations/guidelines (6ft^3)

2. Implementing day treatment students

a. Do we cohort w/the residential students?

b. Are day treatment students separated from residential students?

iii. NO STUDENTS-

b. SAFE STUDENTS

i. COHORT POSSIBILITY

1. Andrew K (4

2. Blake4

3. Cedar4

4. Gabe5

5. George

6. Forrest5

7. Jarik7

8. Joe7

9. Judah8

10. Landon4

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.

² 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.

- 11. Mason3
- 12. Logan

c. SCHOOL WEEK:

- i. COMPREHENSIVE DISTANCE LEARNING-five days
 - 1. ALL DAY TREATMENT STUDENTS WILL BE LEARNING THROUGH ONLINE CURRICLUM.
 - 2. ZOOM MEETINGS ARRANGED FOR EACH STUDENT. ORGANIZED BY INDEPENDENT MEETINGS. ALIGN with STATE MANDATES.
 - 3. JULY 30, 2020 - UPDATED
- ii. ON-SITE LEARNING
 - 1. All residential students receive On-Site learning five days of the week.

d. LETTER TO PARENTS; describing arrangement

- i. Supplies-LIMITED; NO BACKPACKS.
- ii. DAY TREATMENT STUDENTS; all at SAFE center @ beginning of SY.
 - 1. One teacher will be teaching this group of students, throughout the week.
- iii. ZOOM THERAPY FOR STUDENTS-SPECIFICS

e. STUDENTS-DAY TREATMENT

- i. CARTER
- ii. ETHAN
- iii. LOGAN iv. LEVI

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Jasper Mountain & SAFE Center
Key Contact Person for this Plan	Ian Baines -Principal
Phone Number of this Person	(541) 747-1235
Email Address of this Person	ianb@jaspermountain.org
Sectors and position titles of those who informed the plan	Beau Garner – Executive Director Ian Baines – Principal Eric Given – School Assistant Program Manager Taryne Roberts – SAFE Center Director Sarah Huff – Residential Director Lorraine Jarvi – Special Education Specialist Andy Tyler – District Liaison

Local public health office(s) or officers(s)	Lane County Public Health; (541)682-4041
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ian Baines, Eric Given, Taryne Roberts, Sarah Huff
Intended Effective Dates for this Plan	September 9, 2020 – June 10, 2021
ESD Region	

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.

Students that reside on campuses; Jasper Mountain and SAFE Center, are provided On-Site learning; health conditions are measured daily by staff/faculty based on verbal feedback during morning preparations to begin school day. CDC guidelines are being followed, preparing rooms (classroom, cafeteria and bathroom settings). Day treatment students are in quarantine, receiving DL education

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 15, 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 have selected both On-Site Learning and Comprehensive Distance Learning. The reason being is that our residential children, who all live together in a building, will be provided on-site instruction by our teaching staff. The Day Treatment children who live in the community, will not be coming to campus, and will therefore be provided Comprehensive Distance Learning. The school leadership at Jasper Mountain feels it is too great of a risk to have children from the community physically interacting with the residential youth who have been kept isolated from the community.

Transition planning back to on-site will only occur as case rates and test positivity declines in counties in order to prepare the school community for the potential upcoming change. Day Treatment Students will be provided Comprehensive Distance Learning, following guidelines; case rate: ≤10 cases per 100,000 population in the preceding 7 days · Test positivity: ≤5% in the preceding 7 days.

Comprehensive Distance Learning Guidance (<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Comprehensive%20Distance%20Learning%20Guidance.pdf>)

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

Transition plans to effectively and efficiently shift between instructional models, includes; professional learning for staff, communication for students and families, and thoughtful timelines for staff and families to adequately prepare for shifts to new models.

Elementary Sample Schedule: <https://www.oregon.gov/ode/students-andfamily/healthsafety/Documents/CDL%20Sample%20Elementary%20Instructional%20Day.pdf>

The Resource Hub's guidelines for Distance Learning includes guidance for [ELA](#) and [Math](#).

Comprehensive Distance Learning will be provided using Google Classroom/Canvas and ZOOM, as (a) platforms to support and connect families to the learning that takes place in the daily classroom. Google Classroom will support communication, collaboration and sharing documents to organize learning. Additional platforms will be used to support learning, with extensive features than provided from Google Classroom. Weekly messages will be sent to parents from the school leaders to help keep students and families connected with their school; using the REMIND app.

Translation (www.schoolCNXT.com) , support tasks and assessment using Schoology (www.schoology.com) and multilingual tools will be used to support communication and engagement with families (www.TalkingPoints.com)

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.

Comprehensive Distance Learning will continue to be in effect for the schools, until decisions are made meeting the conditions;

1. Case rate: ≤ 10 cases per 100,000 population in the preceding 7 days • Test positivity: $\leq 5\%$ in the preceding 7 days
2. By the State, and local school district (Springfield School District), deciding if it is safe for students to return to school. Prior to this decision/timeline, Jasper Mountain has informed parents of Day Treatment students that they will not return to campus until at least December 7th. Therefore, Day Treatment students will receive Comprehensive Distance Learning until that point. Students who attend Jasper Mountain/SAFE Center from different districts will use available district transportation, if/when that district has decided to provide such services and children are allowed back on campus.

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.

2. *by the State, and local school district (Springfield School District), deciding if it is safe for students to return to school. Prior to this decision/timeline; **before November**, students will receive Comprehensive Distance Learning. Students who attend Jasper Mountain/SAFE Center from different districts will use available district transportation, when that district has decided to provide OnSite education.*

3. **QUESTIONS: which district do we follow guidance; transportation. Additional question.**

Use of [Comprehensive Distance Learning Resource Library](#) to completely implement the opportunities to learn, using multiple sources of engagement.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other 	<p><i>Communicable Disease Management Plan with COVID specific guidance will include: CONTACT DHS TO FIND OUT STUDENT REQUIREMENTS</i></p> <ul style="list-style-type: none"> • <i>Protocol for parent daily symptom check to determine if a student should attend school.</i> • <i>Protocol for entry screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).</i> • <i>Protocol to screen for health room symptom screening.</i> • <i>Protocol to isolate any ill or exposed persons from physical contact with others.</i> • <i>System for maintaining daily logs for symptom surveillance.</i> • <i>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 <u>LPHA</u> official.</i> • <i>working directly with on-site nurse(s) to follow procedures of updated Communicable Disease Management Plan; using Lane County Public Health Authority (<u>LCPHA</u>)</i> • <i>X: Include the symptoms of COVID-19 in the written Communicable Disease Management Plan on campus, using on-site professional representatives and off site resources(<u>LCPHA</u>)</i> <p>Infection Control:</p> <ul style="list-style-type: none"> • <i>X: Schools must implement measures to limit the spread of COVID-9 within the school setting. Appropriate disinfectant/sanitizing procedures; screening, monitoring and isolation/exclusion from illness among symptomatic staff and students; use face coverings, and limiting interactions between different groups of students.</i>
<p>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.</p> <ul style="list-style-type: none"> • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student 	<ul style="list-style-type: none"> • <i>SANITIZATION: LYSOL; TWICE A DAY. TARYNN.ASSIGNED CALENDAR FOR DAILY CLEALING ACTIVITIES.</i> <p><i>X: SUPPLIES: INVEST IN MORE THERMOMETERS. PUT IN WRITING THAT WE'RE SENDING OUT TO PARENTS.</i></p> <p><i>A. PICK-UP OF STUDENTS (ON TIME)</i></p> <ul style="list-style-type: none"> • <i>X: Train a representative at each school site to establish, implement and enforce physical distancing, aligned with this guidance and other guidance from OHA.</i> • <i>X: Model, teach, and reinforce physical distancing and hygiene practices at the classroom, school, and district level</i>

until they become an expected and accepted way of being at school

- 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).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" 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. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. 	<p><i>High-risk populations include people who have one or more of the following characteristics or conditions:</i></p> <ul style="list-style-type: none"> • Age 65 years or older • Chronic lung disease or moderate to severe asthma • COPD (chronic obstructive pulmonary disease) • Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies • Immunocompromising conditions, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications • Immunocompromised state (weakened immune system) from solid organ transplant • Obesity (body mass index [BMI] of 30 or higher) • Type 2 diabetes mellitus • Chronic kidney disease undergoing dialysis • Liver disease • Sickle cell disease • Other conditions or risk factors identified by OHA, CDC, or a licensed healthcare provider Required <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>Recommended</p> <ul style="list-style-type: none"> • To the extent possible, students who are unable to participate in On-Site instructional models due to their highrisk status should be provided the opportunity to attend/interact with their peers. This would allow educators to support all students and synchronously integrate distance learning experiences into their on-site class. When possible, districts may consider adding 360 degree video cameras or video cameras on tripods in classrooms to allow student interaction and collaboration enabling the teacher's primary
OHA/ODE Requirements	Hybrid/Onsite Plan

<ul style="list-style-type: none"> • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education’. ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p><i>focus to be instruction. The student who is not able to attend school on-site, will be able to participate in class in a more robust manner listening, engaging in projects with peers, and connecting socially with friends. utilizing outdoor spaces, common areas, and other buildings in planning.</i></p> <ul style="list-style-type: none"> • <i>If a school is unable to provide blended classrooms for students, students unable to attend on-site will need to be provided with comprehensive distance learning.</i> <p>Staff</p> <ul style="list-style-type: none"> • <i>Plan includes all staff self-identifying as vulnerable or part of a vulnerable household</i> <ol style="list-style-type: none"> 1. <i>Redeployed options could include:</i> <ol style="list-style-type: none"> a. <i>On-line instruction and support</i> b. <i>Maintenance projects, custodial work, office work without student/staff contact</i> 2. <i>Staff could consider all leave options as well.</i> <p>Students</p> <ul style="list-style-type: none"> • <i>All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</i> • <i>Students who experience disability will continue to receive specially designed instruction.</i> • <i>Students with language services will continue to receive English Language Development.</i> <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • <i>Volunteers and visitors should be limited, to the greatest extent possible, from on-site activities. Staff members (for example - itinerant staff, substitute teachers, and other district staff who move between buildings, etc.), contracted service providers (for example - counseling services, maintenance, etc.), and partner providers (for example - student teachers, DHS Child Protective Services staff, etc.) are not considered visitors or volunteers.</i> <ul style="list-style-type: none"> • Required <ul style="list-style-type: none"> <input type="checkbox"/> <i>Restrict non-essential visitors/volunteers. <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.</i> <input type="checkbox"/> <i>Visitors/volunteers must wash or sanitize their hands upon entry and exit.</i> <input type="checkbox"/> <i>Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</i>
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1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. 	<p><i>Students must never be excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how school operates.</i></p>

- ☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals, maintaining at least six feet between individuals to the maximum extent possible.

Consider utilizing outdoor spaces, common areas, and other buildings in planning.

- *settings where students require individualized schedules or elective classes, physical distancing between students*

OHA/ODE Requirements

- ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.

Hybrid/Onsite Plan

remains essential, and ways to reduce mixing among cohorts should be considered. Reinforce health and safety protocols. Daily activities and curriculum should support physical distancing.

1d. COHORTING

OHA/ODE Requirements

- ☒ 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.
 - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the **Ready Schools, Safe Learners** guidance).
- ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.

Hybrid/Onsite Plan

Stable Cohort Groups. Using Cohorts is a significant strategy to reduce COVID-19 spread. Cohort; refers to a consistent group of students that stays together for the duration of the school day.

- *Daily individual student or cohort logs must be kept; diverse groups of students that would typically be grouped.*
- *Minimal interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas).*

Cleaning and wiping of all surfaces will be mandated and logged between different student uses.

- *Tracker sheet templates will used and kept in a binder, at each site, located at the Contact representatives office.*

- ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts
- Staff who interact with multiple stable cohorts should wear face coverings.
- ✦ When feasible, stable cohorts should remain in one classroom environment for the duration of the learning day, including lunch.
 - ✦ Teachers of specific academic content areas rotate instead of students to the maximum extent possible.
 - ✦ In secondary schools or settings where students require individualized schedules or elective classes, plan for ways to reduce mixing among cohorts.
 - ✦ Assign restrooms, classrooms, or other activity areas for the exclusive use of one or a small number of stable cohorts rather than the entire on-campus population. ⇨ When feasible, limit the number of students in the building (e.g., rotating cohorts, blended learning with established cleaning between stable cohorts) to maintain requirements for physical distancing (see section 1c).

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. 	<p><i>Jasper Mountain and SAFE Center will develop plans and procedures to ensure proper screening before students enter school. Both schools will need to evaluate their physical layout, doorways and options, and available staff to generate a comprehensive plan for effective</i></p>
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Consider sharing school protocols themselves. ☒ 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"> • Consult with your LPHA on what meets the definition of “close contact.” ☒ 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. ☒ Provide all information in languages and formats accessible to the school community. 	<p><i>screening. Any person exhibiting primary symptoms of COVID-19 shall not be admitted to campus.</i></p> <p><i>Effective communication will be in place between students, families and staff to;</i></p> <ul style="list-style-type: none"> • <i>address symptoms, and close contact with a confirmed case.</i> <ul style="list-style-type: none"> ○ <i>Using LPHA to define ‘close contact.’</i> • <i>Protocols will be in place to communicate immediately with staff, families and community when a new case(s) of COVID19 is diagnosed in students or staff members.</i> • <i>Communication will be provided in formats and languages accessible to the school community.</i>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> ☒ 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 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, but are not enough in isolation to deny entry. More information about COVID19 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 ☒ 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. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. • They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ 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. 	<p><i>Procedures are in place that screen all students and staff before entering school. Evaluation of primary COVID-19 symptoms are in place and questioned upon each entry.</i></p> <ul style="list-style-type: none"> ○ <i>Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</i> ○ <i>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 COVID19. More information about COVID-19 symptoms is available from CDC.</i> ○ <i>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.</i> ○ <i>Emergency signs that require immediate medical attention:</i> <ul style="list-style-type: none"> • <i>Trouble breathing</i> • <i>Persistent pain or pressure in the chest</i> • <i>New confusion or inability to awaken o Bluish lips or face</i> • <i>Other severe symptoms</i> ○ <i>Isolation rooms will be assigned in the CASTLE at the Jasper Mountain site, and in available rooms at the SAFE Center site.</i>
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☒ Visitors must wash or sanitize their hands upon entry and exit. ☒ Visitors must wear face coverings in accordance with local public health authority, with OHA and CDC guidelines. ☒ 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. 	<p><i>During the school day, volunteers or visitors should be limited, to the extent possible, to activities that cannot be done virtually. Staff members such as student teachers, itinerant staff, substitute teachers are not considered visitors. Six-foot distancing between all people should be maintained to the greatest extent possible.</i></p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. <p><input checked="" type="checkbox"/> Face shields, face coverings or clear plastic barriers for:</p> <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <p><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <p><input checked="" type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input checked="" type="checkbox"/> ADA accommodations: 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.</p>	<p><i>For the purposes of this guidance, please refer to the following OHA definitions.</i></p> <p><i>Comparison of Protective Equipment Figure 2</i></p> <p><i>Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings.</i></p> <p><i>Clear plastic face shields are preferred because they enable students to see their faces. This avoids potential barriers to phonological instruction and reinforces social emotional cues.</i></p> <p><i>All adult visitors are required to wear face coverings or face shields and are to be restricted to common entry and exit areas while maintaining physical distancing to the maximum extent possible.</i></p> <p><i>Face coverings or face shields for:</i></p> <ul style="list-style-type: none"> • <i>All staff (in accordance with local public health authority and CDC guidelines).</i> • <i>Staff who interact with public (e.g., mail deliveries, varied support personnel).</i> • <i>Staff who interact with multiple stable cohorts.</i> • WAITING FOR RESPONSE TO FOLLOWING BULLET: • <i>Students in 6th-12th grade and especially in circumstances when physical distancing cannot be maintained.</i> <ul style="list-style-type: none"> a. <i>If face coverings are worn, they should be washed daily or a new covering worn daily.</i> b. <i>Encourage students who wear face coverings or face shields to follow recommendations for the CDC Face Coverings.</i>

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Protocols for assessment of 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. 	<p><input type="checkbox"/> <i>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.</i></p> <p><input type="checkbox"/> <i>Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</i></p> <ul style="list-style-type: none"> • <i>School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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><i>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</i></p>

- ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
 - If able to do so safely, a symptomatic individual should wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.
- ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
 - Symptomatic staff or students should 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 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since 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 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they do not undergo COVID-19 testing, the person should remain home until 72 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).

space.

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

- ☐ *Establish procedures for safely taking anyone who is sick to their residence or to a health care facility*
- *Isolation rooms will be assigned in **the CASTLE** at the Jasper Mountain site, and in available rooms at the **SAFE Center** site.*

OHA/ODE Requirements

Hybrid/Onsite Plan

- ☒ 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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines. <input checked="" 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 COVID19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. 	<p><i>Day treatment students are assigned an A/B schedule.</i></p> <ul style="list-style-type: none"> ✦ <i>UNTIL NOVEMBER 1, 2020 DAY TREATMENT STUDENTS WILL NOT PLAN TO RETURN TO SCHOOL. UP TO THAT POINT, STUDENTS WILL BE PROVIDED ONLINE LEARNING.</i> ✦ <i>COMMUNICATE WITH; BETHEL, 4j, CRESWELL, SPRINGFIELD SD's regularly to determine the ability of transportation of student(s) within district to either campus; Jasper Mountain/SAFE Center. Day treatment student(s) able to be transported to campus o Changes the status of Distance Learning to OnSite education.</i> ✦ <i>Day Treatment students will all receive Comprehensive Distance Learning.</i> ✦ <i>Based on a five-day school week, the student would still need to check in three times week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days).</i> ✦ <i>Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).</i> ✦ <i>Update school early indicator systems (or early warning systems) to account for changes in attendance policies.</i>

OHA/ODE Requirements	Hybrid/Onsite Plan
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- ✦ *Leverage attendance data from the 2019-20 school year, including spring 2020 distance learning data if available, to inform additional supports including food; physical or mental health resources; or access to instruction, learning materials, or technology.*
- ✦ *Include Tribal Attendance Promising Practice family advocates in the planning and implementation, where applicable.*
- ✦ *Promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness.*
- ✦ *Days present/absent may not be claimed for days in which the student did not have access to appropriately licensed instructional staff for the coursework being taken.*

☒ **Full-Time Online and/or Hybrid school students:** Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.

- Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.
- For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Checkin:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.
- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a

OHA/ODE Requirements	Hybrid/Onsite Plan												
<p>teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).</p> <ul style="list-style-type: none"> <table border="1" data-bbox="240 294 803 966"> <thead> <tr> <th data-bbox="240 294 474 394">HYBRID MODEL</th> <th data-bbox="474 294 678 394">COMPREHENSIVE DISTANCE LEARNING</th> <th data-bbox="678 294 803 394">ONLINE ONLY</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 394 474 604">Students attend school (physically) two days each week and engage in Comprehensive Distance Learning on the other days.</td> <td data-bbox="474 394 678 604">Currently not applicable.</td> <td data-bbox="678 394 803 604">Currently not applicable</td> </tr> <tr> <td data-bbox="240 604 474 924">Students attend two days of the week. Students attend Monday/Wednesday or Tuesday/Thursday. Teachers creating curriculum with cohorts supporting core content.</td> <td data-bbox="474 604 678 924">Teachers creating the curriculum</td> <td data-bbox="678 604 803 924">Learning is more self-paced and individual</td> </tr> <tr> <td data-bbox="240 924 474 966">•</td> <td data-bbox="474 924 678 966">•</td> <td data-bbox="678 924 803 966">•</td> </tr> </tbody> </table> 	HYBRID MODEL	COMPREHENSIVE DISTANCE LEARNING	ONLINE ONLY	Students attend school (physically) two days each week and engage in Comprehensive Distance Learning on the other days.	Currently not applicable.	Currently not applicable	Students attend two days of the week. Students attend Monday/Wednesday or Tuesday/Thursday. Teachers creating curriculum with cohorts supporting core content.	Teachers creating the curriculum	Learning is more self-paced and individual	•	•	•	
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•	•	•											
<p><input checked="" type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>													

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<p>✦ <i>Survey families to collect information about the number, type, and condition of devices used in their homes to support</i></p>

<p>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<p><i>distance learning.</i></p> <ul style="list-style-type: none"> ✦ <i>Compile a list of all the software and student-facing technology solutions to understand the <u>implications for student privacy</u>; determine how to communicate with parents and students, including their options for consent and participation.</i> ✦ <i>When planning for technology, prepare for the possibility a student, class, or school will move to Comprehensive Distance Learning.</i> ✦ <i>Prepare a district technology and internet connectivity inventory process. Every Wi-Fi access point and wired network device should be tested.</i> ✦ <i>Review technology policies and data privacy policies and update if needed.</i>
OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ✦ <i>Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).</i>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently (minimally for 20 seconds) ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ☐ <i>Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</i>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <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. ☒ Install hand sanitizer dispensers near all entry doors and other hightraffic areas. ☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students through signage and regular 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 and 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. 	<ul style="list-style-type: none"> • Handwashing: • <i>Furniture: remove upholstered furniture and soft seating and replace with surfaces that can be wiped down and cleaned easily.</i> • <i>⇒ Classroom Procedures: Discontinue use of permanent restroom/hall passes and shared hard copy student sign-in/signout logs. Assign cubby or storage spaces for individual student belongings.</i> • <i>⇒ Libraries: Clean libraries and books prior to distribution. Consider designating specific days/times for specific cohorts. Create checkout and return procedures allowing books to be untouched for 72 hours and sanitized.</i>
OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • <i>⇒ Seating: Use visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas.</i> • <i>⇒ Environment: open windows or otherwise ventilating the classroom before students arrive and after students leave, and while students are present if feasible. Hold classes outside when possible and encourage students to spread out.</i> • <i>⇒ Limit Transitions: Modify classes where possible and where students are likely to be in close contact (e.g., music, art, physical education, etc.) by bringing the specialist teacher to individual classrooms instead of having students go to the shared space. Refrain from mixing classes with other classes and teachers (e.g., having a mixed math class with another set of students).</i>

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment between cohorts. 	<ul style="list-style-type: none"> • Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended. • Playground and equipment (Bikes, scooters, helmets, skateboards, balls) will all be disinfected between each use.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. 	<p><i>Determine alternate locations (e.g., classrooms) for eating meals.</i></p> <ul style="list-style-type: none"> ● ⇨ <i>Stagger mealtimes.</i> ● ⇨ <i>Limit use of communal serving utensils.</i> ● ⇨ <i>Coordinate meal service with distribution of materials and connections with families.</i> ● <i>Maintain six feet social distancing between students in the cafeteria, and subsequent locations.</i>
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2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contacttracing. 	N/A
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings. ☒ 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). 	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. 	<ul style="list-style-type: none"> ● <i>Cleaning and disinfection of surfaces and materials (classroom and recreational) will occur two/three times daily.</i> ● <i>All equipment will be disinfected and logged, three times a day, following CDC guidelines.</i> ● <i>Disinfectants will follow EPA guidelines, to decrease/eliminate</i>

- ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
 - ✦ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. 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.
- ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and AirConditioning Engineers' guidance](#)).

asthma infection.

- Ventilation in each room will be optimized, with open windows and doors, under conditions feasible for the best student health and safety.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	All schools, facilities, and district locations will establish an appropriate isolation area for students when experiencing illness. The isolation area may also be used by staff experiencing illness when they are unable to immediately leave the building. These designated spaces
OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	will include access to restrooms that are reserved for symptomatic individuals and shall not be used by asymptomatic students and staff unless thoroughly prepared by custodial staff.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<i>In coordination with the required Communicable Disease Management Plan (see section 1a), all Operational Blueprints for fall On-Site and</i>

- Establish a specific emergency response framework with key stakeholders.
- 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.

Hybrid instruction must include a school's response to outbreak. In the event that there is a single positive case or a cluster of cases of COVID-19, schools and districts must partner with the Local Public Health Authority (LPHA) who will work to support them on ongoing COVID-19 mitigation efforts.

- ✦ *Outbreaks are determined by Oregon Health Authority and Local Public Health Authorities.*

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<ul style="list-style-type: none"> • We will follow our Communicable Disease Management Plan protocols and will coordinate with Lane County Public Health Communicable Disease Office if we have a positive case of COVID-19 in connection with the school or any cluster of illness on campus: 541-747-1235. We will follow all instructions from Lane County Health and Human Services and will keep parents, students and staff informed. • Distance-learning would be provided as needed. Meals would continue to be provided to students on campus. Parents would be kept informed of the plan, along with criteria to be met to resume in-person instruction.

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"> • We will consult with the local health authority on cleaning, sanitizing and disinfecting surfaces and follow their guidance. We have contracted with a cleaning service who will come in and fully sanitize the school buildings in the case of a positive case of the virus. • We will follow the health authority's guidance regarding the return of students and staff for in-person instruction.
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	

[Public Health and School Reentry Decision Tool](#)



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

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

Review and apply the school’s equity stance, principles, and/or commitment.

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

³ Principles in Action informed by [“Guidance on Culturally Responsive-Sustaining Remote Education: Centering Equity, Access, and Educational Justice.”](#) Dr. David Kirkland, 2020, NYU Steinhardt.

- ✦ Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.
- ✦ Provide differentiated learning opportunities for students who had limited or no access to instruction during the spring 2020 school closure. This may look like assigning a learning mentor or coach, additional check-ins, supplemental learning supports, and instructional support for emergent bilingual students.
- ✦ Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.
- ✦ Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in Culturally Responsive Teaching and the Brain. Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.
- ✦ Learn more about the ways communities gathered in the past and how those rituals and traditions matter. COVID-19 has highlighted the importance of collectivism and interdependence for the collective well-being of communities.
- ✦ Replace deficit language (e.g., needs, struggles, gaps) with asset-based language (e.g., strengths, opportunities, talents).
- ✦ Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises. These routines should continue in any of the learning models including Short-Term or Comprehensive Distance Learning.
- ✦ Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.
- ✦ Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one’s ability to limit their exposure to COVID-19, considering the frontline workers.

- ✦ Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other. All students benefit from culturally responsive and sustaining instruction
- ✦ Invest in professional learning for all staff in culturally responsive-sustaining instruction, anti-bias and anti-racist teaching, and traumainformed, healing processes. Raise staff awareness of how racism and stigmatization have increased, particularly toward Asian and Asian American communities, and develop capacity to speak up against racism and xenophobia (see; Culturally Sustaining Pedagogies; We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be; How to Respond to Coronavirus Racism; Culturally Responsive Teaching and the Brain).



5. Instruction

Instructional time is defined in [OAR 581-022-0102](#)

After the spring 2020 school closure and shifts to Distance Learning for All, maximizing instructional time for students is more critical than ever before. Instructional time requirements apply to every public school district and public charter school, and virtual public charter school. They do not apply to private schools. For the 2020-21 school year, districts must strive to comply with the instructional time requirements in [OAR 581-022-2320](#). Oregon's ability to guarantee student learning time has never mattered more.

Provide access to nutrition/meal service for all eligible students, including students not on-site. Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

- ✦ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

Hybrid Models: Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models will require prioritization of on-site learning activities and supports, and/or which content is taught on-site. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. While complex and varied, Hybrid instructional models allow for great creativity and flexibility.

Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).

- ✦ Provide access to nutrition/meal service for all eligible students, including students not on-site.
- ✦ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.
- ✦ Inventory, where applicable, technology and devices to support rapid deployment if necessary.
- ✦ To the extent possible, maximize synchronous learning opportunities.
- ✦ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning.

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Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

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[Short Term Distance Learning Timeline](#)



6. Family and 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>