**OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Under ODE’s ***Ready Schools, Safe Learners*** guidance, each school[[1]](#footnote-1) has been directed to submit a plan to the district[[2]](#footnote-2) 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) 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]](#footnote-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 | Glendale  |
| Key Contact Person for this Plan | David Hanson, Superintendent  |
| Phone Number of this Person | (541) 832-1801 |
| Email Address of this Person | David.hanson@glendale.k12.or.us |
| Sectors and position titles of those who informed the plan | Superintendent/ District Safety Coordinator/Transportation Supervisor/Building Principals |
| Local public health office(s) or officers(s) | Douglas County Public Health Network |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | David Hanson |
| Intended Effective Dates for this Plan | January 20, 2021 - June 10, 2021 |
| ESD Region | Douglas ESD  |

1. 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.

|  |
| --- |
| We have collected survey data regarding Distance Learning for all successes and struggles from families and staff, technology/connectivity needs, preference of parents and students for structure of learning for the 2020-2021 school year and the intent to send students to school this year. Survey links will be provided to all students, families and staff members to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized students/community groups. Paper copies of surveys will be provided upon request.  |

1. Indicate which instructional model will be used.

|  |
| --- |
| *Select One:* |
|  | **X On-Site Learning** |  |  | **X Hybrid Learning** |  |   |  **Comprehensive Distance Learning** |

1. 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).
2. 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/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) 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.** |
|  |

|  |
| --- |
| **[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.** |
|  |

|  |
| --- |
| **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.** |
| Teachers provided lessons in CDL to the best of their abilities, and instructional assistants assisted by communicating with students to fill in some of the gaps and reinforce what has been provided by the teachers. We have worked hard to get every student connectivity to the internet, and we are just about at 100%. We have carefully looked at, and created, a plan that meets the needs of every student in our district so that equity is not an issue. When looking at the feasibility of bringing students back as soon as possible, we looked at state and county data, and guidance from ODE, OHA, and using the metric set forth by the Governor’s office, and the Governor’s message from December 23, 2021. The county data showed that Glendale had the fewest number of people with COVID in the entire county. Taking all of this information into consideration, we brought elementary students back on January 6, 2021. We did have one student at the elementary school test positive who had a parent who was positive. After seeing the seeing the results of only one student, with no further spreading at the school, we determined that we could bring secondary students back in a hybrid model on January 20th, the day after the new metrics was released. |

***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** |
| x | Implement measures to limit the spreads of COVID-19 within the school setting. | We have followed all of the state guidelines regarding safe distancing and masking. We have also had staff continuing to sanitize high use areas, and classrooms daily, and in between classes. The principal at each school is identified to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. We are in weekly contact with Dr. Dannenhoffer via zoom to review our plans as we move forward. Staff were trained in the beginning of the year about safe distancing, monitoring mask use, and other changes throughout the fall as changes became available. We were also in direct contact with Dr. Dannenhoffer when we had a student and a staff member tested positive for COVID, and we followed his guidance accordingly. We have carefully looked at, and created, a plan that meets the needs of every student in our district so that equity is not an issue. When looking at the feasibility of bringing students back as soon as possible, we looked at state and county data, and guidance from ODE, OHA, and using the metric set forth by the Governor’s office, and the Governor’s message from December 23, 2021. The county data showed that Glendale had the fewest number of people with COVID in the entire county. Taking all of this information into consideration, we brought elementary students back on January 6, 2021. We monitor each and every student’s health daily and send any student or staff member home if they appear to be ill. In addition, we isolate the student until the parent arrives to pick them up. Daily logs are kept to assist us with contact tracing. Those logs are collected at the end of 3every week by the administration. We did have one student at the elementary school test positive who had a parent who was positive. After seeing the seeing the results of only one student, with no further spreading at the school, we determined that we could bring secondary students back in a hybrid model on January 20th, the day after the new metrics was released. |
| x | Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. |
| x | Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. |
| x | 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. |
| x | 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. |
| x | Protocol to notify the local public health authority ([LPHA Directory by County](https://www.oregon.gov/oha/ph/providerpartnerresources/localhealthdepartmentresources/pages/lhd.aspx)) of any confirmed COVID-19 cases among students or staff. |
| x | Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. |
| x | Process to report to the LPHA any cluster of any illness among staff or students. |
| x | Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. |
| x | Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |
| x | Protocol to isolate any ill or exposed persons from physical contact with others. |
| x | Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). |
| x | 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.* 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.
 |
| x | 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
 |
| x | Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. |
| x | 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. |
| x | 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** |
| X | 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. | * We have a plan in place to address the needs of our high-risk population within both schools, as well as that of our staff. We have taken protective measures to safe distance the students as well as the staff in both of our schools. We continue to make changes and modifications as the need arises. We are also in direct contact with the county nurse who has been assigned to our district. Staff who want the vaccine should be able to get it sometime after January 25th. We also work with an interdisciplinary team to meet requirements of ADA and FAPE. In addition, we have modified IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 |
| **Medically Fragile, Complex and Nursing-Dependent Student Requirements** |
| X | All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](https://www.oregonlaws.org/ors/336.201)) defines three levels of severity related to required nursing services: 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.
 |
| X | 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:* Communicate with parents and health care providers to determine return to school status and current needs of the student.
* Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
* Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
* The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
* Service provision should consider health and safety as well as legal standards.
* Work with an interdisciplinary team to meet requirements of ADA and FAPE.
* High-risk individuals may meet criteria for exclusion during a local health crisis.
* Refer to updated state and national guidance and resources such as:
	+ 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.
 |

**1c. PHYSICAL DISTANCING**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | 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. | We have followed all of the requirements set out by OHA and ODE regarding safe distancing as outlined above. We have also added time to several of our staff to assist in meeting these requirements. Staff make sure that students each have 35 sq. ft. of space, and also making sure that they are 6 ft apart when in lines. We are doing a hybrid model in grades 7-12 so we can limit the number of students in classrooms, hallways and cafeteria space. Staff continue to work with students on following all of the protocals set in place, and do reminders when needed.  |
| X | Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. |
| X | 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. |
| X | 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). |
| X | Plan for students who will need additional support in learning how to maintain physical distancingrequirements. Provide instruction; don’t employ punitive discipline. |

**1d. COHORTING**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Where feasible, establishstable 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.
 | We are meeting all of the requirements listed under cohorting. We are staying within the guidelines of not more than 100 persons. Again, as stated above, we keep daily and weekly logs of who enters each room, which is submitted to the administration to file. We clean and sanitize multiple times each day, with deep cleaning done before the students and staff return each day.  |
| X | Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). |
| X | Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. |
| X | Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. |
| X | Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. |
| X | Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. |

**1e. PUBLIC HEALTH COMMUNICATION**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| x | 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. * Consider sharing school protocols themselves.
 | Administrators continue to share with staff the methods we are taking to sanitize their classrooms as well as the rest of the school. We clearly communicated with all of the parents who had students in the grade of the infected student, and quarantined the class for the set number of days. We will do the same if there are other outbreaks.  |
| x | Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.* Consult with your LPHA on what meets the definition of “close contact.”
 |
| x | 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. |
| x | Provide all information in languages and formats accessible to the school community. |

**1f. ENTRY AND SCREENING**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:* 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 COVID-19 symptoms is available [from CDC.](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
* 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf).
* Emergency signs that require immediate medical attention:
	+ Trouble breathing
	+ Persistent pain or pressure in the chest
	+ New confusion or inability to awaken
	+ Bluish lips or face
	+ Other severe symptoms
 | All students and staff have been asked to stay home if they, or anyone In their home or living space has any of the COVID symptoms. We screen students and staff daily for any signs of sickness. Students and staff have access to handwashing locations, in addition, we have alcohol-based hand sanitizer with 60-95% alcohol available in classrooms and hallways.  |
| X | 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. * 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.
 |
| X | 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. |
| X | 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. |
| X | 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** |
| X | Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. |  All visitors are asked to check in in the office, must wear masks, and utilize the alcohol-based hand sanitizer with 60-95% alcohol before entering the office. They are then screened for symptoms before they can go anywhere in the building. Visitors are not allowed in classrooms during this health crisis. |
| X | Visitors must wash or sanitize their hands upon entry and exit. |
| X | Visitors must wear face coverings in accordance with local public health authority and [CDC](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html) guidelines. |
| X | 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. |

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

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Face coverings or face shields for:* Staff who are regularly within six feet of students and/or staff
	+ 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.
 | The district is following all of the guidance from OHA and ODE in regard to face coverings, face shields and clear plastic barriers. Everyone must wear a mask, students have access to 35 sq. ft. of space around them during instruction and during meals, and we are adhering to all ADA accommodations as needed. |
| X | Face shields or clear plastic barriers for:* Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
* Front office staff.
 |
| X | 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. |
| X | **Students who choose not to wear face coverings must be provided access to instruction.** |
| X | **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. |

**1i. ISOLATION MEASURES**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | 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.* 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.
 | The district follows all of the protocols as they relate to COVID. Again, students are assessed upon entry to school for any signs of COVID symptoms. In addition, if they feel sick later, they are asked to notify the teacher or any other adult in the area that they are not feeling well. As soon as the adult is told, they send the student to the office for further evaluation and placed in an isolated area. If more than one student is in the office for this reason they are separated in isolated areas. Staff will then contact parents to come and get their child, and they are then asked to keep the school informed of the student’s condition, including whether or not the child was taken in for a COVID test. If a parent cannot get the child, the child will be taken home by the district. We will then contact our Local Health Authority if necessary. If there is an outbreak, parents are notified and told how long their child must quarantine. Staff are updated about whether or not the child has COVID, and what the next steps will be.  |
| X | 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.
 |
| x | Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. |
| x | 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.
 |
| x | 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). |
| x | Record and monitor the students and staff being isolated or sent home for the LPHA review. |

|  |  |
| --- | --- |
| **""** | **2. Facilities and School Operations** |

|  |
| --- |
|  |

**2a. ENROLLMENT**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Enroll all students following the standard Oregon Department of Education guidelines. | The district will follow all of the ODE standard guidelines regarding enrollment. We will not disenroll any students following the OHA and ODE criteria. Share these new attendance guidelines will all instructional staff who are reporting absences or attendance. |
| X | Do not disenroll students for non-attendance if they meet the following conditions:* 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.
 |
| X | 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** |
| X | **On-Site school students**: Full-time and part-timestudents follow normal reporting policy and procedures. | The district will follow all of the guidelines set out for attendance during this COVID crisis. Full-time students who are enrolled in school and taking online and/or hybrid courses only will be 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. **Online and/or Hybrid Check-in:** The responsibility of taking attendance will 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.We are making every effort for students to 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. The responsibility of taking attendance will be performed by the teacher of record. We will continue to follow all other attendance requirements. |
| X | **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 Check-in:** 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 tocheck 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 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).
 |
| X | **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. |

**2c. TECHNOLOGY**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Update procedures for district-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). | We are providing district technology for all students. The junior high and high school students are in a hybrid model and as such take their computers home every day as they receive CDL one day and hybrid learning the next.  |
| X | Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. |

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

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. | We continue to follow all of the recommended guidelines on hand washing and sterilization of work places. We have put arrows in our hallways and big open spaces to keep safe distancing in mind. We have put touchless water fountains in, and we ask students to limit the number of personal items that they bring to school. |
| X | **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. |
| X | **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. |
| X | **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. |
| X | **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. |

**2e. ARRIVAL AND DISMISSAL**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. |  |
| X | Create schedule(s) and communicate staggered arrival and/or dismissal times. |
| X | 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). |
| X | Develop sign-in/sign-out protocol to help facilitate contact tracing:* 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.
 |
| X | Install hand sanitizer dispensers near all entry doors and other high-traffic areas. |
| X | 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** |
| X | **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. |  |
| X | **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. |
| X | **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.* Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
 |

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

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| x | 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](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le2342E.pdf)). | We have clearly limited the number of students on the playground at one time, and we have set up zones for different grade levels. All of the equipment is cleaned and sanitized daily. We continue to follow all safe distancing going out and coming in from recess. Students then wash their hands upon returning from the playground. |
| x | Students must wash hands before and after using playground equipment. |
| X | Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use. |
| X | Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
| X | Maintain physical distancing requirements, stable cohorts, and square footage requirements. |
| X | Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). |
| X | Design recess activities that allow for physical distancing and maintenance of stable cohorts. |
| X | Clean all outdoor equipment between cohorts. |

**2h. MEAL SERVICE/NUTRITION**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Include meal services/nutrition staff in planning for school reentry. | We take precautions necessary with our food service staff to make sure they are providing safe and nutritious meals in a sterile manner. Food service staff wear proper PPE equipment when preparing and serving all meals. |
| X | Staff serving meals must wear face shields or face covering(see section 1h of the ***Ready Schools, Safe Learners*** guidance). |
| X | Students must wash hands before meals and should be encouraged to do so after. |
| X | Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. |
| X | Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. |
| X | Adequate cleaning of tables between meal periods. |

**2i. TRANSPORTATION**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| X | Include transportation departments (and associated contracted providers, if used) in planning for return to service. | Our transportation staff wear proper PPE equipment and make sure that students do the same. If a student enters the bud without a mask on they are given one before they enter the space of other students. The busses are cleaned after every trip to or from school. Students are monitored for any possible health issue and steps are taken to contact a parent if a student needs to go home. Students are loaded in a safe manner and sit apart following ODE guidelines. |
| X | 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). |
| X | Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.* If a student displays symptoms, provide a face shield or face covering and keep students at least six feet away from others. Continue transporting the student.
	+ If arriving at school, notify staff to begin isolation measures.
	+ If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 |
| X | 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. |
| X | Drivers wear face shields or face coverings. |
| X | 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** |
| X | 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)](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. | Our custodians disinfect and clean any surface that is regularly touched by students and staff repeatedly throughout the day. They also sanitize desks and chairs on a daily basis and when students transition between classes. All cleaners are located out of the reach of students. We change our air filters on a regular basis to make sure that we keep classrooms as germ free as possible.  |
| X | Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. |
| X | 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. |
| X | Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. |
| X | 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](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)). |
| X | 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](https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance](https://www.ashrae.org/news/ashraejournal/guidance-for-building-operations-during-the-covid-19-pandemic)). |

**2k. HEALTH SERVICES**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| x | 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. | We have safe isolated spaces for students who are not feeling well. We also have additional space available should there be more than one students not feeling well. Those spaces are sanitized between students. I am in weekly zoom meetings with our County Health Authority, as well as 24/7 access to him should we have an emergency. The service we are getting is unmatched across the state as no other county has this type of access to our health professional. In addition, we get nurse services from our local ESD. In addition, we still have services from our mental health providers two days per week.  |
| x | 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). |
|  |  |

|  |  |
| --- | --- |
| "" | **3. Response to Outbreak** |

**3a. PREVENTION AND PLANNING**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| x | Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. | As mentioned above, we have direct access to our LPHA on a daily basis if necessary. We are fortunate to have some of the lowest infection rates in the state. We are doing everything in our power to continue with those low numbers.  |
| x | Establish a specific emergency response framework with key stakeholders. |
| x | 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. |

**3b. RESPONSE**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| x | Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. | Again, the information above speaks to all of this. We are fortunate to have direct access to our LPHA on a daily basis if necessary. We have been fortunate to not have large outbreaks like many other districts throughout the state.We continue to provide students with meals whether they are in school or at home receiving CDL.We have kept parents informed of what is necessary for schools to open and remain open. After the numbers went up in the state and county we went back to all students receiving CDL. When the Governor made changes on December 23rd giving more local control we worked towards bringing students back on campus in a safe and secure manner.  |
| x | 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. |
| x | Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. |
| x | When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. |
| x | Modify, postpone, or cancel large school events as coordinated with the LPHA. |
| x | If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. |
| x | Continue to provide meals for students. |
| x | Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. |

**3c. RECOVERY AND REENTRY**

|  |  |
| --- | --- |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| x | Plan instructional models that support all learners in Comprehensive Distance Learning. | We have provided support to students and staff when we are under a CDL model, a LIPI model, a hybrid model or all students in an in-school model. Again, desks, chairs, tabletops, doorknobs, door handles, phones, playground equipment, and any other surface is cleaned repeatedly throughout the day based on use. We have carefully considered all learning options when returning students to school. We monitor cohort numbers daily to make sure we stay under the 100 person requirement as outlined by OHA and ODE. |
| X |  Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) for classrooms, cafeteria settings, restrooms, and playgrounds. |
| X | Communicate with families about options and efforts to support returning to On-Site instruction. |
| X | Follow the LPHA guidance to begin bringing students back into On-Site instruction. * Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.
 |



**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. |
| **X** | 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 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***Include how/why the school is currently unable to meet them* |
|  |  |

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. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)
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](http://www.nrc4tribes.org/files/Tab%209_9H%20Oregon%20SB770.pdf) basis. [↑](#footnote-ref-3)