



MCS OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 08/06/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Mosier Community School
Key Contact Person for this Plan	Executive Director Dr. Richard (Dick) Best
Phone Number of this Person	708-751-2275
Email Address of this Person	bestr@nwasco.k12.or.us
Sectors and position titles of those who informed the plan	Dr. Dick Best, Executive Director/Principal Janet Carter, Assistant Principal/Dean of Students Susan Vallie, Executive Secretary Kathy Mahn, D21 SPED Teacher, assigned to MCS Peggy Wolf, D21 Reading Specialist, assigned to MCS Ryan Campbell, former 4th/5th Grade Teacher at MCS Nancy Malitz, 4th/5th Grade Teacher at MCS/MTA Representative Brittany Drewett, Mosier Middle School Math Teacher/MTA Representative Kacie Pugh, 2nd/3rd Grade Teacher at MCS

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

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

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

	Stephanie Kime, Office Secretary for MCS Jen Scotland, Mosier Middle School Science Teacher/MTA Representative Kate Cannon, MCS Kindergarten Teacher
Local public health office(s) or officers(s)	North Central Public Health District
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Janet Carter, Assistant Principal/Dean of Students
Intended Effective Dates for this Plan	For the 2020-2021 School Year - Starting 8/31/2020
ESD Region	Columbia Gorge

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.

Taking into consideration the diverse needs and perspectives of our students and families MCS gathered parent/guardian input through personal phone calls made by homeroom teachers and administration. Input was gathered regarding the successes and challenges with the distance learning from the last trimester of the 2019-20 school year, as well as feedback on preferences and comfort level for both in-person and distance learning for the 2020-21 school year. This information, along with staff interviews was utilized to inform planning for the upcoming school year.

Throughout the planning process MCS utilized an equity lens, keeping in mind the needs and challenges faced by our underserved populations who are disproportionately impacted by COVID-19.

Friday, June 12, 2020 - All MCS Staff members were invited to participate in the first, of many to be scheduled, open dialogue Zoom Meetings regarding planning for the upcoming school year. This meeting was led by incoming Executive Director Dr. Dick Best. Eight employees attended; Support Staff, Teachers and the Assistant Principal participated.

Friday, June 12, 2020 - The first meeting of a committee, made up of MCS teachers interested in assisting with the development of an online education plan for the school met. Incoming Executive Director Dr. Dick Best, Middle School Teacher Brittany Drewett and former Elementary Teacher Ryan Campbell were in attendance.

Tuesday, June 16, 2020 - All MCS Staff members were invited to participate in a second open dialogue Zoom Meetings regarding planning for the upcoming school year. This meeting was led by incoming Executive Director Dr. Dick Best. Eleven employees attended; the MCS ELD Teacher, Support Staff, Teachers (Classroom and PE) and the Assistant Principal participated. Four of those attending had participated in the previous session offered.

The week of June 15, 2020 - The incoming Executive Director solicited recommendations from staff, and Board Members, of those who they thought could be of assistance with making plans for a return to school by serving on a COVID Reentry Committee.

The week of June 15, 2020 - The incoming Executive Director Dr. Dick Best met with staff (via phone), one on one, regarding the following, which he had asked them to consider. Participation was voluntary. 15 met with the incoming Executive Director.

Conversations were based around these Staff Survey Questions:

- My greatest hope for returning to work with students and colleagues is:
- My greatest concern for returning to work with students and colleagues is:
- What safety products, procedures or protocols could CGESD have in place that would help you feel safe?
- When you think about the changes in your work situation during our isolation in response to COVID, will you share with us your reflections on the following:
 1. What have you learned?
 2. What changes in the way you work would you like to keep the same?
 3. Is there anything you have questions about and/or want to learn more about?
- When you think about school starting at the end of the summer, what needs or questions do you have in the following areas?
 1. About your team and supervision and how you work together?
 2. About planning for the things you need to do to be successful in your role(s)?
 3. About how you will be successful in fulfilling your role(s)?
 4. Is there anything else you would like to share that would help us support you?

Wednesday, June 24, 2020

The first meeting of the MCS COVID Reentry Team was held.

Those Serving on this committee:

- Dr. Dick Best, incoming MCS Executive Director
- Kathy Mahn, D21 SPED Teacher, assigned to MCS
- Peggy Wolf, D21 Reading Specialist, assigned to MCS
- Ryan Campbell, 4th/5th Grade Teacher at MCS
- Nancy Malitz, 4th/5th Grade Teacher at MCS/MTA Representative
- Brittany Drewett, Mosier Middle School Math Teacher/MTA Representative
- Kacie Pugh, incoming 2nd/3rd Grade Teacher at MCS
- Stephanie Kime, Office Secretary for MCS
- Susan Vallie, Executive Secretary for MCS
- Janet Carter, Assistant Principal/Dean of Students for MCS
- Jen Scotland, Monsieur Middle School Science Teacher/MTA Representative
- Kate Cannon, MCS Kindergarten Teacher

Prior to the first meeting, the incoming Executive Director had a phone conversation with each regarding expectations of the committee..

The Agenda for this first meeting:

1. Review of current ODE Information
2. Identifying essential principles that will guide the work of the committee:
 - Addressing safety for students and staff.
 - Creating robust partnerships with parents
 - Impeccable communication
 - Providing a quality learning experience.
3. Review of a draft framework for reentry into school 2020-2021.
 - The draft proposed dividing students into A/B groups and conducting a hybrid model of education in the fall.
4. Setting up a meeting schedule and assignments for the following week.
 - Regularly scheduled meetings will take place on Tuesdays, from 10-11am. Ideally working committees will meet the hour prior.

- Development of Working Committees:
 1. **Oversight Team**
 - Responsible for managing and directing the overall process.
 - Focused on the big picture
 - Ensuring that our guiding principles are reflected in our plans
 2. **Operations Team**
 - Responsible for dealing with the logistics and ensuring the health of students AND staff
 - Focused on procedures and protocols for how the school will operate.
 - Dealing with schedule, movement of students, room locations
 3. **Parent Communication Team**
 - Responsible for directing communication with parents
 - Completing the survey document to go out
 - Participating in connecting with parents directly
 4. **Academic Program Team**
 - Responsible for guiding the overall design for in-school and online learning
 - Identifying necessary professional learning for staff in implementing quality programs for scholars
 - Ensuring the quality of the instructional model in supporting the learning success of all scholars
 - Addressing the learning needs for all scholars, including those requiring additional help and support

Wednesday, July 1, 2020

The second meeting of the MCS COVID Reentry Team was held.

All Committee Members were present, with the exception of:

- Nancy Malitz
- Stephanie Kime

The Agenda for this meeting:

- Review of Update from ODE
- School for ALL proposal
- Primarily Online proposal
- District 21 Update
- Working Teams/Guidelines
- Parent Communication
- Next Steps

Initial Working Team Assignments:

- **Oversight/Operations (combined)** - Janet, Peggy, Stephanie, Brittany and Susan.
- **Parent Communication** - Brittany, Janet, Susan, Kate and Dick. MCS SPED Teacher Kathy Mahn and ELD Teacher Mareka Lawson, though not part of the reentry committee will be assisting with communication.
- **Academic Program** - Ryan, Kathy, Kate, Dick, Jen, Nancy and Kacie

The Academic Program Committee and Oversight/Operations Committee both held Meetings immediately following the Reentry Committee meeting.

The Parent Communication Team will meet on Friday, July 3rd to develop questions for a Family Survey to be conducted the following week..

The week of July 7th

Teachers and Administration reached out to individual MCS family Members to gather information regarding successes and challenges of this past year, and to gather their thoughts regarding the upcoming year.

Questions asked of each family, which was recorded on a spreadsheet for review:

1. If their student had attended MCS in the spring, how they would describe the experience with the MCS online educational program.
2. After stressing how MCS would prioritize safety protocols, distancing, and emotional health of students for at school learning, and how there would be a prioritization of high quality and interactive learning for online education, information regarding the three education models MCS was exploring were shared. Families were then asked:
 - a. To identify which model they felt was the best fit for their student(s) and why.
 - b. If they preferred the same model for all MCS students in the household
 - c. What their concerns were regarding their model of choice.
 - d. What they considered would work well with their model of choice.
 - e. What concerns do you have about the other models being presented?
 - f. What it would take to make them feel safe/comfortable when sending their child back to school.
 - g. If, on an MCS bus route, if they planned on their student(s) riding the bus in the morning and/or afternoon?
 - h. If there were technology needs (hardware/internet) for the household to support student learning at home?

The three models presented:

1. **Hybrid- A/B Model.** Students would come on campus two days a week and have comprehensive online learning the remaining three days a week. On-campus, they would be in cohorts and remain in one classroom while teachers rotate room to room to provide instruction.
2. **Comprehensive Online-** A highly improved online educational model that would have a daily schedule, attendance, live lessons, pre-recorded lessons, and individual check-ins with families.
3. **At School-** Students would come on campus every day, stay in one classroom with one core teacher for their cohort. K-5 will be live lessons only, 6-8 will have a combination of online and live lessons.

Tuesday, July 7, 2020

The third meeting of the MCS COVID Reentry Team was held.

All Committee Members were present.

The Agenda for this Meeting:

- Status of phone calls to parents
- Update from sub committees
- Update on D21's plans

The Academic Program Committee and Oversight/Operations Committee both held Meetings immediately following the Reentry Committee meeting.

Tuesday, July 14, 2020

The fourth meeting of the MCS COVID Reentry Team was held.

All Committee Members were present, with the exception of:

- Nancy Malitz
- Jen Scotland
- Ryan Campbell, who has resigned from MCS to accept another position.
- Kate Cannon

The Agenda for this Meeting:

- Parent Survey Data Summarization - Trends from Parent Calls
- Review of draft document for families/community regarding new school year
- Key issues for Logistics and Academic Program Teams
With Ryan Campbell leaving MCS, Kacie Pugh will take over as the lead for google classroom exploration and training.

The Academic Program Committee and Oversight/Operations Committee both held Meetings immediately following the Reentry Committee meeting.

On Monday, July 20, a parent communication was sent outlining an initial plan for the upcoming school year. This communication was also posted on the MCS Website.

Update from the MCS Executive Director regarding our plans for the upcoming 2020-21 School Year - July 20, 2020

Actualización del Director Ejecutivo de MCS con respecto a nuestros planes para el próximo año escolar 2020-21 - 20 de julio de 2020

Thursday, July 23, 2020

The fifth meeting of the MCS COVID Reentry Team was held.

All Committee Members were present, with the exception of:

- Brittany Drewett

The Agenda for this Meeting:

- Review of Updates to the State Guidance for the upcoming school year
- Key issues for Logistics and Academic Program Teams

The Academic Program Committee and Oversight/Operations Committee did not hold individual meetings following this meeting.

Tuesday, July 28, 2020

The sixth meeting of the MCS COVID Reentry Team was held.

All Committee Members were present, with the exception of:

- Peggy Wolfe

The Agenda for this Meeting:

- Updates on our sponsoring district's Plans for fall reentry.
- Technology Plan Update.
- Key issues for Logistics and Academic Program Teams

The Academic Program Committee did not meet following this meeting. The Oversight/Operations Committee held a meeting immediately following the Reentry Committee meeting.

On Friday, July 31st a parent communication was sent outlining the most current plan for the upcoming school year. This communication was also posted on the MCS Website.

Update from the MCS Executive Director regarding our plans for the upcoming 2020-21 School Year

Actualización del Director Ejecutivo de MCS con respecto a nuestros planes para el próximo año escolar 2020-21

Wednesday, August 5, 2020

The seventh meeting of the MCS COVID Reentry Team was held.

All Committee Members were present, with the exception of:

- Kate Cannon
- Jen Scotland
- Janet Carter

The Agenda for this Meeting:

- Key issues to be addressed with a move to Comprehensive Online instruction.

The eighth meeting of the MCS COVID Reentry Team is scheduled for Tuesday, August 11, 2020.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning as of 07/29/2020

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

MCS will be opening the 2020-21 school year in a Comprehensive Distance Learning format due to the current health metrics at the county and state level when compared to the required metrics for providing instruction at-school. The required metrics for in-school learning are:

County Metrics- metrics must be met three weeks in a row: 1) COVID-19 case rate of at or less than 10 per 100,000 population in the preceding 7 days, 2) test positivity of at or less than 5% in the preceding 7 days,

AND the following state metric must be met for three weeks in a row: test positivity rate of at or less than 5% in the preceding 7 days.

In examining our current county and state metrics, and for family and teacher planning purposes, like our sponsoring school district we will open in a Comprehensive Distance Learning Format until October 16th. MCS and the district will monitor the metrics and if we are able to open in-school instruction in a hybrid format we will transition. This will be communicated to families and staff so we are able to plan for the transition to in-school learning.

As we are permitted to provide in-school instruction due to allowable exceptions to the metric requirements, to the extent possible and when metrics allow, we will provide in-person instruction for kindergarten through grade three, and for specific groups of students based on needed educational, curricular and/or assessment supports. A hybrid model of education will also be evaluated for students in grades 4-8. This too, will be communicated to families and staff so we are able to plan for the transition for in-school learning.

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

We have read the CDL guidance requirements.

Since we are currently assessing our parent/student need for a fully on-line instructional format, we are working closely with your sponsoring school district and the Columbia Gorge Education Service District to ensure we apply for any waivers required of us in order to provide Comprehensive Distance Learning.

A waiver may also be required to provide nutrition to our students during Comprehensive Distance Learning. In order to equitably provide meals for our students we may need a waiver to provide meals-to-go along our bus routes, as well as using other district school sites as distribution points.

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.

MCS will begin the 2020-21 school year on Monday, August 28th in Comprehensive Distance Learning until at least October 16 th .

Comprehensive Distance Learning will include instruction each day of the school week with interaction between teacher and students daily, and allowing for student to student interaction, as well. State and county COVID metrics will be monitored to determine if we are on track to transition to

Hybrid Learning as early as October 19th. Hybrid learning would involve a combination of in-school learning and distance learning in a safe environment. Classes would be divided into two groups, Group A and Group B. Group A would be in-school on Mondays and Thursdays and Group B would be in-school on Tuesdays and Fridays. On the three days each week when students are not in-school, their learning will be in a distance format. Each student would receive 2 days of in-school instruction and 3 days of distance learning per week during a traditional 3 day week..

Along with our sponsoring school district, we will monitor the county COVID metrics to determine when we are able to allow some in-school instruction for targeted populations prioritized by the allowable exceptions in the metrics guidance from ODE. For example, if the county metrics threshold is met we may begin serving prioritized populations such as kindergarten through third graders, and limited at-school instruction based on needed educational, relational, curricular, instructional and/or assessment supports.

To prepare staff for Comprehensive Distance Learning we will provide additional training in Google Classroom, Google Meets, student engagement in a distance learning format, Remind, trauma informed practices, and curriculum alignment with prioritization of state standards.

We will also train staff in COVID protocols necessary for staff to be on-site, as well as for when we are preparing to bring students on-site. We will utilize our scheduled professional development days for on-going training around trauma, standards, differentiation for students needing accommodations such as students who experience disability and English language learners.

In response to parent/guardian feedback, we will streamline and standardize our instruction in the Comprehensive Distance Learning format. Our digital platform will be Google Classroom for kindergarten through grade eight. We will use a common format across grade levels to help students and parents orient to the program. Before school begins we will allow time for teachers to connect with students and parents, orienting them to the platform and the expectations in the Comprehensive Distance Learning format.

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 type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input 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 type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. 	

- 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).

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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> ● Communicate with parents and health care providers to determine return to school status and current needs of the student. ● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. ● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. ● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. ● Service provision should consider health and safety as well as legal standards. ● Work with an interdisciplinary team to meet requirements of ADA and FAPE. ● High-risk individuals may meet criteria for exclusion during a local health crisis. ● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ 	<table border="1" style="width: 100%; height: 760px;"> <tr> <td style="width: 100%;"></td> </tr> </table>	

- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

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1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> 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

- Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
 - The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).
- 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.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms <input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <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 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. <input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings . <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings . <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. Protections under the ADA or IDEA <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> ● Offering different types of face coverings and face shields that may meet the needs of the student. ● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. ● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; ● Additional instructional supports to effectively wear a face covering; <input type="checkbox"/> For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. <input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> ● If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. 	

- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

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1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> ● 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. 	

- 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 six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
 - If able to do so safely, a symptomatic individual should wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- 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 be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
 - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
 - If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). <input type="checkbox"/> Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings	<ul style="list-style-type: none"> ● Handwashing: ● Equipment: ● Events:

- 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.

- **Transitions/Hallways:**
- **Personal Property:**

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating: ● Materials: ● Handwashing:

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. 	

- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.

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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. <ul style="list-style-type: none"> ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. 	

- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Drivers wear face shields or face coverings when not actively driving and operating the bus.
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.

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2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick 	

<p>students and provide services for students with special health care needs.</p> <p><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	
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2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p> <p><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</p> <p><input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</p>	

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response.</p>	

- 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.
 - Determination if exposures have occurred
 - Cleaning and disinfection guidance
 - Possible classroom or program closure
- Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.
- When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.
- Modify, postpone, or cancel large school events as coordinated with the LPHA.
- If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.
- Continue to provide meals for students.
- Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.

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3c. RECOVERY AND REENTRY

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



ASSURANCES

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

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

This section does not apply to private schools.

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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