



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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	Ambleside of the Willamette Valley
Key Contact Person for this Plan	Megan Krober
Phone Number of this Person	503-869-3976
Email Address of this Person	megan@amblesidewillamettevalley.com
Sectors and position titles of those who informed the plan	Principal, Director of Finance & Operations, Board Chairman, School Board
Local public health office(s) or officers(s)	Lindsey Manfrin, LPHA Official, manfrinl@co.yamhill.or.us , 503-434-7525
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Megan Krober
Intended Effective Dates for this Plan	September 1 st , 2020- May 31 st , 2020
ESD Region	Willamette ESD

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.

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.

With the desire to meet the needs of our families, our main focus is providing an excellent education while maintaining proper health and safety protocol. Surveys were sent out to our school community regarding feedback for distance and in-person learning during Spring 2020. Both feedback and preferences on parent comfort level with learning options for the 2020-21 school year were received. This information informed our community's response to learning. Because our county (Yamhill) and state haven't met the metrics set forth by the governor to fully operate in person, our school has selected a hybrid learning model that utilizes both remote learning in-person tutoring with all health and social distancing measures followed.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 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. For Private Schools, completing this section is optional (not required). 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.

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

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ 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. ☒ 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. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <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. ☒ 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 ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week 	<ul style="list-style-type: none"> ● AWW has worked with health professionals and the local LPHA to update Communicable Disease Management Plan to include requirements for COVID-19. ● Megan Krober, Principal, will establish, implement, and enforce physical distancing requirements when students are on campus for tutoring that is consistent with this guidance and other guidance from the OHA. ● The consulting health professionals in our community include Jacqui Terrill- Cooke, FNP-C, CNM and Amber Miller, Public Health Manager, and Lindsey Manfrin, DNP,RN (LPHA). ● Training will be conducted by health professionals in person with all staff. Physical distancing will be maintained throughout training. ● AWW will be in close communication via phone and email about any confirmed cases among students or staff. AWW will call the main number at Yamhill County Public Health (YCPH) and speak to a CD Nurse to report any cases appropriately. ● Classrooms, offices, bathrooms, and activity areas will be disinfected routinely. ● AWW will communicate via phone and email with LPHA if any cluster of illness among students or staff occurs ● AWW will cooperate with YCPH recommendations and provide daily kept logs to the YCPH in a timely manner upon their request. ● A visual screening of each student will occur during student drop off. Parents will be required to fill out an electronic form to confirm their student displays no symptoms of COVID-19 per pg. 15 ODE guidelines. This form will be required for students to enter the building. ● An isolation health room in the school has been designated for any ill or exposed persons. ● Communication of the health plan will be displayed on the school website and clearly communicated via email to families and displayed in the parent handbook. An educational session will also be held for parents to communicate these updated health plans. ● A log will be kept of daily parent acknowledgements and cohort contact in accordance with ODE guidelines. This plan was made in conjunction with Jacqui Cooke, FNP-C, CNM. ● Daily logs will be kept for students/cohorts and will include <ul style="list-style-type: none"> -Child's Name -Drop off/pick up time -Parent/Guardian name and emergency contact information -All staff who interact with a stable cohort -Parent daily health acknowledgment ● Electronic logs will be used for contact tracing throughout the school year ● The school administration will be in contact with the YCPH regarding cleaning and classroom or program closure if anyone who has entered the school is diagnosed with COVID-19.

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).

- If two or more students at AWW have confirmed cases of COVID-19, the school will close for two weeks and will go to remote learning for those two weeks. If a parent is diagnosed with COVID-19, their student(s) are not allowed to attend AWW until they have received a letter from the LPHA acknowledging appropriate return.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p>☒ 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. ● Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. ● 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. 	<ul style="list-style-type: none"> ● A remote learning option will be available for students that are identified by a physician as being in the high risk population of AWW. ● AWW does not have any students with medical conditions that require professional nursing services ● A form will be released to each family to self-identify underlying baseline conditions that are pre-existing in students. ● Staff will work with health provider Jacqui Cooke, FNP-C, CNM to address individual student needs. ● Staff will be in communication with both parents and health care providers to ensure the current needs of the student are met. <p>Visitors/Volunteers Visitors/Volunteers will be unable to work in schools or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p>

<ul style="list-style-type: none"> ○ 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. 	
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1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> ● Each classroom will be set up with 35 square feet per student ● Physical distancing will be maintained in all daily activities and instruction that are in-person. ● Lines will be mapped out throughout the school for students to follow to maintain physical distancing ● Schedules will be maintained for tutoring times, bathroom use, and tutoring breaks ● Scheduling will be maintained for students who need additional support so physical distancing is preserved. <p>Classroom Capacity & Population for School Settings</p> <ul style="list-style-type: none"> ● No student tutoring gathering is to exceed 10 persons including both students and instructors. ● Physical distancing will be maintained at all tutoring appointments.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<ul style="list-style-type: none"> ● Scheduled times for tutoring sessions and staggered drop off times will be scheduled to avoid crowding at entrances and exits. ● Each tutoring session held will be its own cohort, and students will remain in their cohort throughout the tutoring session. Cohorts will not mix during the sessions. 6 feet will be maintained between students within each cohort. ● An electronic daily log will be kept to ensure contact tracing among each cohort. ● A schedule will be maintained for bathroom and play schedules in order to minimize interaction between students in different stable cohorts. ● Cleaning and wiping off surfaces will occur on shared surfaces between multiple student uses even in the same cohort. Teachers will be responsible during transition times to wipe down these shared surfaces. ● Cohorts within AWW are small enough to maintain proper distancing throughout the day. If students are absent due to sickness, a remote learning opportunity will be provided to continue access to general education, grade level learning standards, and peers. ● Staff will maintain proper washing/sanitizing if coming into contact with multiple stable cohorts throughout the day.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ 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. 	<ul style="list-style-type: none"> ● Prior to on-site instruction, staff will undergo training for proper COVID-19 response and control measures. Health professionals will lead this staff instruction. ● Email communication will be maintained with staff and families when a new case of COVID-19 is diagnosed in the student or staff member population that details the school's response to the newly identified case(s). This communication will be guided by Public Health so as to try to protect the identity of the student(s) and families ● Communication will be provided in formats accessible to the school community. ● Protocol will be shared on the school website and in the school Parent Handbook.
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1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
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- ☒ 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:
 - Primary symptoms of concern: cough, fever (*temperature* 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:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion or inability to awaken
 - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
 - Other severe symptoms
- ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. [See table "Planning for COVID-19 Scenarios in Schools."](#)
 - [Additional guidance](#) for nurses and health staff.
- ☒ 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. [See table "Planning for COVID-19 Scenarios in Schools."](#)
- ☒ 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

Screening Students

Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office. Screening will include updating the cohort or individual student logs.

Entry

- Student drop off will be staggered by family
- Parents will be required to answer a questionnaire of student health before admittance into the school
- All students will be visually screened at the door by staff.
- Students who's classrooms are located in the main building will be dropped off at the main entrance of the school.
- All students will be visually screened before entrance into the building.
- Hand Sanitizer will be available at the entry of the school
- Students will sanitize their hands before entering the building when hand washing before entry is impracticable
- Students will wash their hands before entering the classroom.
- Hand Sanitizer will be available outside each classroom.
- Students and staff will sanitize their hands before each entry in the classroom.
- AWW will follow YCPH advice on restricting from school any student or staff known to be exposed to COVID-19 within the preceding 14 calendar days.
 - If a staff or student receives a quarantine letter from the County, they must remain home for 14 days.
 - Staff will be paid under current OR Employment Law.
 - Students will have access to remote learning during the 14 day quarantine.
- A form will be completed by parents to screen symptoms before the start of on-site instruction.

that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.

- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <input checked="" 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. See table "Planning for COVID-19 Scenarios in Schools." <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. 	<ul style="list-style-type: none"> ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. <input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering; ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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. 	<p>Facial Shields/Face Coverings</p> <ul style="list-style-type: none"> ● Facial coverings are required and will be provided for all staff and essential personnel at the school. Face shields will be used as an accommodation for students/staff who are unable to wear face coverings. <p>Facial coverings are required for students Kindergarten and Up</p> <ul style="list-style-type: none"> ● If a student removes their face covering or demonstrates the need to remove the face covering, they will be provided space to do so and take a "sensory break." This designated space will be sanitized after each use. ● Students will be instructed on how to properly wear a face covering

- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.

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

For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. 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.

- AWW does not have IEP/504 plans or requirements

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements

Hybrid/Onsite Plan

<ul style="list-style-type: none"> ☒ 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. ☒ 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. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • 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. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • 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. • 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. Refer to table in “Planning for COVID-19 Scenarios in Schools.” ☒ 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. 	<ul style="list-style-type: none"> • AWW will continue to update protocol for isolation measures taken for ill students in conjunction with community health representative, Jacqui Cooke, FNP-C, CNM and will notify the Communicable Disease team at 503-434-7483 if the provider believes the student has COVID-19 but has not tested (presumptive case). • All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e. health room) <ul style="list-style-type: none"> -Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family • Staff will maintain student confidentiality as appropriate • Daily logs will be maintained by the office that contain the following: <ul style="list-style-type: none"> -Name of students sent home for illness, cause of illness, time of onset -Name of students visiting the office for illness symptoms, even if not sent home. • Staff and students with known or suspected COVID-19 or displaying COVID-19 symptoms per current OHA guidelines, CDC guidance, or YCPH guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before. <ul style="list-style-type: none"> -Student displaying any symptoms of COVID-19 will follow procedures for returning to school as laid out in the following link: https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf <p>-Symptomatic staff or students should seek COVID-19 testing from their regular physician.</p>
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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 instructional and extra-curricular activities requiring additional considerations (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <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. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	N/A

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Grades K-5 (self-contained): 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, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): 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, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. 	N/A

Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.

- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> ● Devices will be provided for families that do not have access to available devices for remote learning. ● An inventory check-in/out protocol has been established for the return, redistribution and updating of devices that meets physical distancing requirements.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing before on-site instruction occurs. Opportunity for frequent hand-washing and sanitizing will be provided throughout the school day. Handwashing should be the primary choice for sanitizing, but when not feasible, hand sanitizer will be incorporated. ● Equipment: All classroom supplies and recreational equipment will be cleaned and sanitized before being used by another student or cohort. ● Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Parents will be notified of drills ahead of time. ● Events: Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings, and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout in guidance with updated state meeting guidelines. ● Transitions/Hallways: Hallway traffic direction will be marked to show travel flow. <p>Personal Property: All personal property will be required to be labeled before entrance into the school. Personal water bottles will be kept at each student’s desk. Backpacks will be kept in the hall with appropriate spacing. Transition time will be limited, and procedures will be in place for each cohort’s dismissal.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. 	<p>Screening Students Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student will not be admitted to the building. Parents will be required to fill out a</p>

- ☒ 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).
- ☒ 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.
 - 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.
- ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) 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.

student health acknowledgement each day before admittance to the school as well.

Entry

- Each teacher will use a sign in/sign out protocol to help with contact tracing. Staff will fill in applicable information
- Hand sanitizer will be available in the main office and outside each classroom and high traffic areas to be used before entry and exit.
- Communication with families will be clear on drop/off and pick up to keep interactions as brief as possible.
- Traffic areas will be clearly marked to keep the flow of traffic moving efficiently and safely for both arrival and dismissal.

Screening Staff

- Staff are required to report to the administrator when they may have been exposed to COVID-19
- Staff are required to report to the administrator when they have symptoms related to COVID-19
- Staff members are not responsible for screening other staff members for symptoms

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces 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. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (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: Desks and tables will be arranged 6 feet apart. Assigned seating will be maintained so students are in the same seat at all times. ● Materials: Each classroom will limit sharing of community supplies when possible (e.g, scissors, pencils, etc.) If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. ● Handwashing: Students will wash hands before each meal and frequently throughout the day ● Seating: Each class and hallway will have visual aid to illustrate traffic flow, appropriate spacing, and assigned seating areas. <p>Environment: When possible, windows will be open in the classroom before students arrive and after students leave.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ 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 <u>or</u> 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 <i>Ready Schools, Safe Learners</i> guidance). 	<ul style="list-style-type: none"> ● Each cohort will have their own time for breaks ● Students will wash their hands before entry into the classroom ● Any play equipment used will be sanitized after use

- 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, elevators 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"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes 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). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection 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. 	N/A

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 should 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. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. ● If arriving at school, notify staff to begin isolation measures. 	N/A

- 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 checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. 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 checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" 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 checked="" type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. <input checked="" type="checkbox"/> 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. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" 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 checked="" type="checkbox"/> 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). 	<ul style="list-style-type: none"> ● All frequently touched surfaces and shared objects will be cleaned between uses by different cohorts. ● Ventilation systems will be checked and maintained by Newberg Friends Church (Building Lessor) maintenance staff.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
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<p><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input checked="" 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; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<ul style="list-style-type: none"> • AWV will be supported by their licensed health provider representatives for implementation of this plan.
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2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate 	<ul style="list-style-type: none"> • All safety drills and procedures will be carried out as close as possible to procedures that would arise in an actual emergency. • After drills handwashing and hand sanitizing will occur before entry into the classroom

<p>actions to take when there is a threat to safety must be conducted two times a year.</p> <ul style="list-style-type: none"> ☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills should not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. 	
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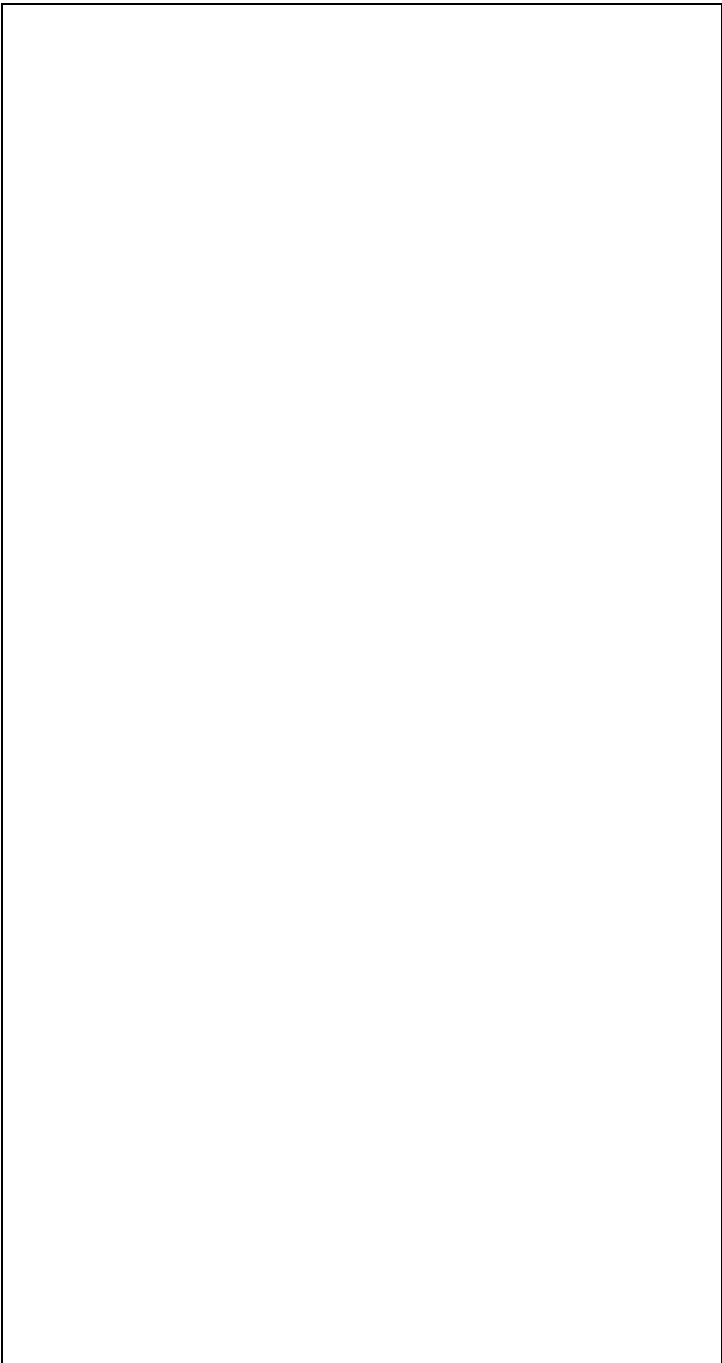
2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. 	<ul style="list-style-type: none"> ● Teachers will meet with students exhibiting these challenges to develop a plan to reduce triggers and support the student with skill-building frameworks. The teacher and school administration will work with the parent to ensure the plan fully meets the needs of the student. ● Teachers will be trained in how to handle these self-regulatory challenges ● There will be space available to help de-escalate any behaviors that arise while on campus. These spaces will be sanitized properly after use.

- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
 - If students leave the classroom:
 - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
 - Ensure physical distancing and separation occur, to the maximum extent possible.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
 - If staff need to intervene for student safety, staff should:
 - Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ul style="list-style-type: none"> ● AWV will coordinate communication with the Communicable Disease Office of YCPH @ 503-434-7483 first and will then plan communication accordingly.

- When cases are identified in the local region, AWV will work with the YCPH and health provider representative to establish responses to outbreak and will follow protocol set forth by LPHA for operation.
- Communication on closures and YCPH protocol will be sent to parents via email and text.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. N/A	<ul style="list-style-type: none"> • AWV will report any case or clusters of illness to YCPH • Events will be modified or postponed under the advisement of the YCPH. • Communication with staff and parents will be timely via text and email for any new remote learning transitions and reopening guidelines set forth.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" 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 checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<ul style="list-style-type: none"> • If full school closure is advised by the local public health department, the instructional model will switch to remote learning online, and students will continue remote classroom instruction with their respective cohort and all one on one tutoring sessions will be provided via Zoom. • Surfaces will be cleaned and disinfected per CDC guidelines • Communication with families about returning to on-site instruction will be in accordance with YCPH guidance and will be sent in timely manners as information is advised by YCPH.



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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

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>
N/A. All Requirements Met	N/A. All Requirements Met.

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS



This resource outlines key practices that schools will use to mitigate the risk of COVID-19 transmission. The Oregon Department of Education in consultation with the Oregon Health Authority are working together to guide schools. And while it is simply unfeasible to eradicate all risk, this resource promotes clear communication aimed at lowering the risk of transmitting COVID-19 among staff, students and families.

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:



Physical Distancing At least six feet with other people.



Hand Hygiene Frequent washing with soap and water or using hand sanitizer.



Cohorts Conducting all activities in small groups that remain together over time with minimal mixing of groups.



Protective Equipment Use of face shields, face coverings, and barriers.



Isolation & Quarantine — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.



Environmental Cleaning & Disinfection Especially of high touch surfaces.



Airflow & Ventilation — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

The [Ready Schools Safe Learners](#) guidance provides requirements and recommendations to mitigate the spread of COVID-19 in schools. These **Key Practices for Reducing Spread of COVID-19 in Schools** provide the foundation for the health and safety of our schools and communities. There have been a number of key practices considered in determining what can and should be required and what is best to mitigate the risks of spreading COVID-19 in the return to school.

RISK MITIGATION PRACTICES

These are the health and safety practices that will protect students, staff, and communities from COVID-19 and other illnesses. When multiple health and safety practices are used together, there is a better chance of staying safe from COVID-19 and other illnesses. Each of these practices is required and described in the [Ready Schools, Safe Learners](#) guidance, with additional recommendations provided.

PHYSICAL DISTANCING

Staying six feet apart from others is a main way to prevent the spread of COVID-19, because it is an airborne illness. When students and staff are on school sites, there will be noticeable differences in how classrooms and other parts of the school are arranged. The term physical distancing is preferred to social distancing because social interactions remain important and emphasis is on the physical space created between people for safety.

PERSONAL PROTECTIVE EQUIPMENT

Personal Protective Equipment, or PPE, includes using face coverings and face shields. Using face coverings or face shields is a main way to stay safe and healthy because COVID-19 spreads through the air. If a person is infected with COVID-19 or another respiratory illness, breathing will spread the illness through the air. When faces are covered, the illness is not able to spread throughout the air and others are kept safe. Face coverings and face shields work together with physical distancing because infected droplets are lessened, and there is more space and airflow between people for the infected droplets to dissipate.



HAND HYGIENE

Washing hands with soap and water or using an alcohol based hand sanitizer is important to prevent COVID-19 from spreading through contact. Keeping clean hands by washing with soap and water for 20 seconds or using an alcohol-based hand sanitizer with 60-95% alcohol helps protect the individual because it reduces the risk of contracting COVID-19 from touching a contaminated surface. Hand hygiene also helps keep others safe because it reduces the risk of spreading COVID-19 if a person is infected. Together with enhanced cleaning, hand hygiene can prevent COVID-19 from being transmitted from a surface to the body through the nose or mouth.



SCREENING

Screening is a way to quickly check for signs of infection. Signs of possible infection include cough, fever or chills, shortness of breath, or difficulty breathing. By screening students regularly, possible cases of COVID-19 infection are identified faster. This keeps more students and staff safe. Applying an equity lens to screening is critical to prevent this practice from systematically excluding students or groups of students. Screening does not mean testing for COVID-19. A student might have symptoms identified through screening that are similar to the symptoms of COVID-19 without being infected with COVID-19. It is also possible to spread COVID-19 without showing any symptoms.

COHORTS

Cohorts help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting not only helps to quickly identify exposed people, it also minimizes disruptions to learning, because only the cohort members would be affected by the exposure. Maintaining small, stable cohorts can decrease the risk of closure to in-person instruction. A smaller cohort size of 24-36 is recommended for public health and safety.

ISOLATION & QUARANTINE

Isolation is a way to prevent others from becoming infected from a person who may have COVID-19. Screening and isolation together are active ways that schools are able to respond to possible positive cases of COVID-19, and therefore prevent others from getting sick. Staff and students should not assume that a person in isolation has COVID-19. As with screening, the isolation practice is used as a preventative measure when the possibility of infection is present. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.



ENHANCED CLEANING & DISINFECTION

It is possible to spread and contract COVID-19 through surfaces. This happens when droplets containing COVID-19 are spread through the air and land on surfaces. Disinfecting surfaces such as desks, railings, and doorknobs frequently with disinfectants will prevent any droplets from being picked up by others who touch the same surface. In classrooms, disinfecting shared objects such as pencil sharpeners and other supplies will help keep students and adults safe. Finding ways to avoid sharing objects will work with enhanced cleaning to keep classrooms and learning spaces disinfected.

AIRFLOW / VENTILATION

When there is more air available to flow between people, there is a smaller chance of getting sick or of an individual getting someone else sick. Holding classes and activities outside is safer than indoors. Keeping windows open will provide extra ventilation in closed spaces. Especially when physical distancing is difficult to maintain, increasing air circulation into an area will help stop infection from spreading.