



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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  | CLASS Academy  |
| Key Contact Person for this Plan   | Heather Kinlin   |
| Phone Number of this Person  | 503-223-9099   |
| Email Address of this Person   | <a href="mailto:mskinlin@classacademy.com">mskinlin@classacademy.com</a>                                     |
| Sectors and position titles of those who informed the plan                                     | Heather Kinlin, Principal / Executive Director; Ryan Loehr, Assistant to the Principal; school board members |
| Local public health office(s) or officers(s)   | Beth Appert, Multnomah County Health Dept.   |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Heather Kinlin   |
| Intended Effective Dates for this Plan   | July 20, 2020  |
| ESD Region   | Multnomah  |

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.

We have shared our steps and process with the community throughout this process. Before ODE's blueprint we shared our organization's Emergency Operations Plan before opening for summer on July 7<sup>th</sup>. We will share the updated Blueprint by posting it on our website and in other formats that we use like Facebook, text messages, emails, Class Dojo, etc. Our parent board has given feedback on our blueprint as well as the greater school community. We have reached out to the many health care professionals within our community to weigh in on specific policies.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning

☒ Hybrid Learning

☐ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.*

*Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

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

We are selecting Hybrid Instructional format. We are operating under the Summer School Guidelines, meeting all of the requirements mapped out in the guidance. With our Emergency Child Care approval we will be operating with students on site and through distance learning. Our fully onsite school will differ from our usual schedule. We will be open Monday – Thursday 8am-4pm with Friday as a teacher work day and conference day. This will allow teachers to adequately plan, assess, and meet with their families about their students' learning.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Our Distance Learning teachers have surveyed families to determine the best time to hold whole class zoom sessions. From those responses, each of our teachers have put together a schedule for reading, math, writing, science, and social science classes for all students. During the times that teachers are not facilitating a zoom class session they are reviewing the materials students have turned in via google classroom or another outlet that is similar to a blog, Class Dojo. There, each teacher assesses the child's work. Teachers also assign project based learning activities that have a research, art, and a presentation aspect to it which allows students to work on tasks when not on zoom. These projects are graded based on rubrics aligned with standards. Parents have mentioned having assignments that are independent and long term projects has helped the parents' ability to manage their workload as well as their child's learning.

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.*



### 1. Public Health Protocols

#### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> <li>• 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</li> </ul> | <p><b>Limit the spread of germs:</b></p> <p>--All staff are given an EPA approved disinfectant to use throughout the day and at the end of the day.</p> <p>--All staff are given another solution to utilize for cleaning surfaces before disinfecting.</p> <p><b>Systematic Disinfection:</b></p> <p>The janitorial company will systematically disinfect classrooms, offices, bathrooms and activity areas nightly. The teachers will disinfect high-touch areas of classrooms at other times of the school day. Teachers, support staff, and administration will also disinfect playground equipment, adult and children bathrooms, and other high touch surfaces multiple times throughout the day. Every morning UV lights with ozone run as an added disinfectant.</p> <p>Air circulation has been updated and additional fans have been placed around the school for better air circulation. We are looking into various filtration methods to increase filtration of the air circulating the school.</p> <p><b>Communication Letter:</b> A letter will be developed and sent out via email, text, or Class Dojo to communicate with students, families, and staff who have come into close contact with a confirmed case and the whole community will be informed.</p> <p><b>Once informed of confirmed case the principal notifies authorities to determine closure procedure.</b></p> <p>-- 503-988-3674 Mult. Co Health Department</p> <p><b>Screening:</b></p> <p>All students and staff will be screened for symptoms on entry to the school every day, with a temperature check, visual assessment, and a verbal check in. Anyone displaying or reporting the primary symptoms of concern will be isolated and be sent home as soon as possible.</p> <p><u>Temperature and health checks are conducted randomly throughout the day.</u></p> <p><b>Pick Up</b></p> <p>When parent arrives, office staff are at the front door ready to log kids out and to call students from their classrooms to walk to the front door. Families will wait outside with a mask and practicing social distancing guidelines.</p> <p><b>If child becomes ill at school</b></p> <p><b>We will isolate sick person and then send home- typical sick policy - do not return until 72 hours symptom free.</b></p> <p>-- Have child wear mask and wait in principal's office with staff member at least 6 feet away with mask on for parent to pick up.</p> <p><b>After child is sent home with illness:</b></p> <p><b>Disinfect classroom &amp; office</b></p> <p>-- After child is picked up, disinfect principal's office with disinfectant (wearing gloves)</p> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</p> | <p>-- After child is sent to principal's office, disinfect classroom and entire space</p> <p>-- After child is picked up, turn on UV light in principal's office with door closed and blinds down</p> <p>--Children and teacher in classroom wash hands in hand washing stations and classroom is disinfected.</p> <p><b>Daily student/cohort logs:</b> The school will use daily student attendance and sign-in/out records for the purpose of student/cohort contact tracing. Parent/guardian names and emergency contact information is stored in the school's system. All staff names and phone numbers who interact with a stable cohort or individual student are logged daily. The main office will record/keep daily logs to be used for contact tracing for a <i>minimum</i> of four weeks to assist the LPHA as needed.</p> |

### 1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input checked="" 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"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> </ul> | <p>The school will account for students who have health conditions that require additional nursing services pursuant to Oregon law ORS 336.201. Staff and school administrators will work with interdisciplinary teams to address individual student needs. The school does not have a school registered nurse on staff. The staff and school administrators will communicate with parents to determine return to school status and current needs of the student. Service provision will consider health and safety as well as legal standards. High-risk individuals may meet criteria for exclusion during a local health crisis.</p> <p>School administration is in contact with families whose children receive any additional supports. We have worked together to determine the best course of action for the child and school community whether this be the therapist comes to school, the parents coordinate with support staff to do TeleHealth, or the appointment with therapists are outside of school hours.</p> |

| OHA/ODE Requirements  | Hybrid/Onsite Plan |
|---|--------------------|
| <ul style="list-style-type: none"> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.'</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul> |                    |

### 1c. PHYSICAL DISTANCING

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☑ 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.</li> <li>☑ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</li> <li>☑ 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.</li> <li>☑ 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).</li> <li>☑ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul> | <p><b>Practice social distancing of 6 feet</b></p> <ul style="list-style-type: none"> <li>--Minimum of 35 square feet per person will be used to determine room capacity.</li> <li>-- Much of the usual classroom furniture has been moved to storage to allow for more active space and to allow easier management of social distancing.</li> <li>-- Pathways for floors in hallways and common spaces have been created as a visual to help children practice social distancing.</li> <li>-- Spacing on classroom floors for kids - lap desks, hula hoops, markings, etc.</li> <li>-- Bathroom break schedules for classes and teachers</li> <li>-- Traffic flow has been created for entering and exiting building for recesses and / or gym classes.</li> <li>-- Kids wear fairy-like wings or other fun approach like airplane wings to help guide their understanding of distancing</li> <li>-- paint markers on parking lot to show distancing at outside hand washing stations.</li> </ul> |

### 1d. COHORTING

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☑ 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"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☑ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☑ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☑ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☑ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> </ul> | <ul style="list-style-type: none"> <li>--Stable cohorts based off of square footage have been organized and each cohort is in own space with own traffic flow to bathrooms, recesses, etc. Interaction between students outside of stable cohorts is minimized as much as possible.</li> <li>-- Disinfectant logs have been created with a schedule for bathrooms and high touch surfaces like railings, doorknobs, counters, etc.</li> <li>--Staff who interact with more than one stable cohort use sanitizer before and after leaving classroom and they are required to wear a mask.</li> <li>--CLASS Academy uses email, Mobile Text Alerts, and our schoolwide Class Dojo system to communicate necessary information to our community.</li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <input checked="" 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  |
|--|---|
| <input checked="" type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> <li>Consider sharing school protocols themselves.</li> </ul> <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>Consult with your LPHA on what meets the definition of "close contact."</li> </ul> <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. | <p><b>Public Health Communication:</b></p> <p>The school administration has developed communication to staff, students and families on the infection control measures being implemented to prevent spread of disease. This has been shared via google docs and posted on our website. It has been emailed and communicated in other ways like text alerts on where to find the information and our Class Dojo pages.</p> <p>The school administration will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the school is responding.</p> <p>The school will update the communicable disease management plan with communication protocols as needed.</p> |

#### 1f. ENTRY AND SCREENING

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <input checked="" 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"> <li>Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>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 <a href="#">from CDC</a>.</li> <li>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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>Emergency signs that require immediate medical attention:               <ul style="list-style-type: none"> <li>Trouble breathing</li> <li>Persistent pain or pressure in the chest</li> <li>New confusion or inability to awaken</li> <li>Bluish lips or face</li> <li>Other severe symptoms</li> </ul> </li> </ul> <input checked="" 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. <ul style="list-style-type: none"> <li>Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <input checked="" 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 checked="" 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 | <p>--Families and staff have been given our sick policy and to stay home if anyone in their home or community living spaces has COVID-19 or if they feel sick.</p> <p>-- Administrators do random temperature and wellness checks throughout the day.</p> <p>--Students use hand sanitizer before enter building.</p> <p><b>Entry and Screening:</b></p> <p>Students and staff will be directed 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. Any person exhibiting primary symptoms of COVID-19 will not be admitted on campus.</p> <p>COVID-19 primary symptoms of concern include: cough, fever or chills, shortness of breath, or difficulty breathing. Muscle pain, headache, sore throat, new loss of taste of smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19.</p> <p>Students will also be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</p> <p>All students and staff will be screened for symptoms on entry every day. This will be done visually by administration, with a temperature check, and verbal confirmation from student and / or parent/caregiver/guardian.</p> <p>When the screening indicates that a student may be symptomatic, the student will be directed to the office, where established protocols from the CDP will be followed. (See section 1a).</p> <p>Anyone displaying or reporting the primary symptoms of concern will be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible.</p> |



| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
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| <p>other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" 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.</p> | <p>Before entry each student will be given hand-sanitizer or will be directed to wash hands.</p> <p>Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</p> <p>Students or staff who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) will not be excluded from school.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p> |

#### 1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <p><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with OHA and <a href="#">CDC</a> guidelines.</p> <p><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p> | <p><b>Visitors/Volunteers:</b> Visitors/Volunteers will be unable to work in the school or complete other volunteer activities that require in-person interaction at this time. Adults in the school building are limited to essential personnel only.</p> |

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

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> <li>Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> <li>This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>Bus drivers.</li> <li>Staff preparing and/or serving meals.</li> </ul> <p><input checked="" type="checkbox"/> Face shields, face coverings or clear plastic barriers for:</p> <ul style="list-style-type: none"> <li>Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>Front office staff.</li> </ul> <p><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <p><input checked="" type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></p> <p><input checked="" type="checkbox"/> <b>ADA accommodations:</b> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p> | <p>--All teachers must wear either a face covering (cloth mask or face shield) while with their stable cohort.</p> <p>--During transitions to bathrooms, hand washing, or recess all staff must wear a cloth mask and they can choose to also wear a face shield.</p> <p>--First aid that is conducted by additional staff member not associated with stable cohort must wear cloth mask, face shield, and gloves.</p> <p>-- All children in grades K-12 are required to have a face covering (cloth mask or face shield).</p> |

#### 1i. ISOLATION MEASURES

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <p><input checked="" type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and</p> |                    |

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
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| <p>staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• 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, and hands washed after removing PPE.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> <li>• Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>• If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> <li>○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> </li> <li>• If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>• If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> | <p>--If student or staff become sick at arrival or during school day guardians and / or staff will be required to give updates to administration on wellness and COVID-19 testing results.</p> <p><b>-- If child becomes ill at school</b><br/> <b>Isolate sick person and then send home- typical sick policy - do not return until 72 hours symptom free.</b></p> <p>-- Have child wear mask and wait in principal's office for parent to pick up.</p> <p>-- Use vinyl cushion for child to wait on and a staff member will wait with child 6 feet away with a cloth mask on and is offered a face shield.</p> <p>-- Have child in a comfortable position and talk with them while they wait.</p> <p><b><u>After child is sent home with illness:</u></b><br/> <b>Sanitize classroom &amp; office</b></p> <p>-- After child is picked up, sanitize principal's office with disinfectant (wearing gloves)</p> <p>-- After child is sent to principal's office, sanitize classroom and entire space</p> <p>---- After child is picked up, turn on UV light in principal's office with door closed and blinds down</p> <p>--Children and teacher in classroom wash hands in hand washing stations and classroom is disinfected.</p> <p>Our check in and check out software has all necessary information for contact tracing.</p> |



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| <input type="checkbox"/> 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).<br><input type="checkbox"/> 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.)*

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| <input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.<br><input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> <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.)*

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| <input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.<br><input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> <li>Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not</li> </ul> |                    |