



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 3/22/2021

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. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out the following information for your school, district or program:

Information Needed	Your Response
Name of School, District or Program	Falls City High School
Key Contact Person for this Plan	Micke Kidd
Phone Number of this Person	(503) 787-3521
Email Address of this person	Micke.kidd@fallscityschools.org
Sectors and Position Titles of Those Who Informed the Plan	Amy Houghtaling-health assistant, Micke Kidd-Highschool principal, Stephanie McEwen-SPED director, Alea Littleton, School counselor
Local Public Health Office(s) or Officer(s)	Polk County Public Health

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.

Information Needed	Your Response
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Amy Houghtaling, Health Assistant
Intended Effective Date for This Plan	04/19/21
Educational Service District Region	WESD

- 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.

Type your response here (take as much space as you need):

As a school district, we have engaged our school community in several ways. We have sent surveys regarding the need for food delivery and technology. We have also sent surveys about if families will be sending their students back in person when we are able to do so. We have sent out information about Covid symptoms and when it is best to keep your child home. We have had two-way communication with as many families as possible to help meet their needs to support their students in distance learning, LPI and hybrid learning.

- Place an X next to the Instructional Model to be used
 - On-Site Learning
 - Hybrid Learning **X**
 - Comprehensive Distance Learning
- If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.
- If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

* 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.

Type your response here (take as much space as you need):

2. In completing this portion 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 flexibility or waiver.

Type your response here (take as much space as you need):

3. 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.

Type your response here (take as much space as you need):

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

ESSENTIAL REQUIREMENTS FOR HYBRID OR 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.

Requirements of each section of the guidance are listed under their corresponding heading in the RSSL document. After each set of requirements, there is a prompt where you must enter the details of your On-Site or Hybrid plan that corresponds to that section.

Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)

Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).
 - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.

- A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
- Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- Not later than the week of April 19, 2021 all public middle and high schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green row in the chart in Section 0b).
 - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 26, 2021 and is using the week of April 19, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of April 19, 2021 and has communicated a plan to families and staff with a start date on or before the week of May 3, 2021 and is using the week of April 26, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
 - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- The requirement to offer On-Site or Hybrid Instructional Models does not apply to virtual charter schools as defined in ORS 338.005 or a public school that has a permanent instructional model that is predominantly through online courses.
- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when responding in partnership with a local public health authority or the Oregon Health Authority to control active transmission of COVID-19 in the school setting.
- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red row in the chart in section 0b. Public middle and high schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red or yellow row in the chart in section 0b. When county trends are increasing, pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place. Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.

- If your public or private school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, an elementary school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. This resource is available to all schools in Oregon. [See guidance from the Oregon Health Authority.](#)
 - Schools required to offer access to this program will have two-weeks to be registered, trained, and administering the program when, or if, metrics change in their county in a way that makes this program a requirement.
 - The metrics found in the 0b Section of RSSL are what determines if a school is required to offer the program.
 - The school testing program offers an additional risk-mitigation strategy that is relatively low-burden and can help offset impacts of operating when community spread is higher even if school transmission is low/absent and RSSL protocols are firmly in place. This requirement applies anytime a school is operating in an Instructional Model that is not aligned with the county metrics case data. This is true whether your school began operating in August/September, or took a pause, or opened on January 4, or is just opening for the first time.
 - The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs.
 - Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register.
- If your school is operating an On-Site or Hybrid Instructional Model, the school also must provide a distance learning option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- All public and private schools are required to keep their Operational Blueprint up-to-date on [ODE's website](#) and to submit weekly "[Status Reports](#)" that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

Plan Details for 0a.

Please state which of the three scenarios above describes your school and then detail how your plan meets that requirement:

- Our school plans on operating an On-Site or Hybrid Instructional Model. We will provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. The

remote option will comply with the requirements of the Comprehensive Distance Learning Instructional Model. We will offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID.

Public Health Protocols (Section 1 of the RSSL Guidance)

Requirements for 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
 - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
 - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- 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, common areas, offices, table surfaces, 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](#).
 - 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:
 - 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.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

Plan Details for 1a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- The administrative team and the health assistant completed the risk assessment on February 8, 2021.
- The Falls City School District follows the published [Communicable Disease Guidelines](#) from the Oregon Department of Education and the Oregon Health Authority.
- The Falls City School District also follows School Board Policies [GBEB](#), [JHCC](#) and [GBEB-AR/JHCC-AR](#). In addition to the communicable disease management plan and board policy with COVID the district will do the following.
 - Protocol for daily symptom check to determine if a student should attend school. - Protocol for entry screening of students and staff for symptoms
 - Screening

- Each cohort shall be assigned an entry location. Staff will be assigned to each location. Students will use a QR code connected to a google form to answer screening questions prior to entering the building. Staff will also do a visual screening of students each morning prior to entering the building.
- When the screening indicates that a student may be symptomatic, the student is directed to the health room where staff will follow the isolation and screening protocols identified in the district's COVID-19 plans and will follow directions provided by the Polk County Health Department as needed.
- Hand sanitizing stations will be placed by each entrance prior to student entrance to the school building.
- Reporting to LPHA
 - Logs of students and staff sent home with possible COVID -19 symptoms shall be kept and easily accessible for contact tracing.
- Amy Houghtaling, our health assistant is our designated employee to enforce health and safety protocols consistent with the RSSL. This role is known to all staff.
- A comment/concern box is placed in the staff lounge that is accessible to all staff and will be checked daily for submissions.
- Art Houghtaling, Micke Kidd, Amy Houghtaling, Kristy Polanco and Jacqui Umsted will meet regularly to discuss our plans and to provide resources for the school.
- Training for staff to implement sections 1-3 of the Ready School Safe Learners plan will be delivered at the start of bringing students into the building.
- Comprehensive plans for systematic disinfection of classroom offices, bathrooms and activity areas have been developed by the facility manager.
- The superintendent, Art Houghtaling, will notify the LPHA of any confirmed Covid-19 cases among students and staff.
- Logs of students and staff sent home with possible COVID -19 symptoms shall be sent to the Polk County Health Department.
- Protocol to isolate any ill or exposed persons for physical contact with others. A health room has been set up to isolate any ill or exposed person from contact with others and a designated staff member will be provided to supervise the health room.

Isolation Room

- Isolation room is identified as room B1 on the bottom floor of the high school
- The school personally contacts all staff members and students' families that have been exposed to COVID. The school sends a letter via Remind and social media to the rest of the school community. The letter is also mailed to families.
- 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 nurse or official.
 - Daily Logs for student cohorts shall be created and stored for each student cohort. Such logs shall be kept by classroom teachers until the end of each day. Once received at the office, logs shall be scanned and stored in a daily log folder kept on a Google Drive. This drive shall be shared with the Polk County Health Department as needed and may be used for contact tracing.
 - Logs Shall include
 - Child's name
 - Time entering and exiting class
 - Parent/guardian name and emergency contact information shall be maintained and accessed via SIS
 - All staff/adults who come into contact with each child
 - All staff, including itinerant staff, substitutes, guest teachers, and essential visitors, will be required to sign in upon arrival to Falls City High School and district office areas. Sign-in logs shall include: date, first and last name, arrival and departure times, and an

attestation regarding COVID-19 exposure. This information will be collected and stored in a folder in Google drive for contact tracing purposes. District administration, health assistant and office support staff have access to information.

- We will review and utilize the “Planning for COVID 19 Scenarios in Schools”. Ensure continuous services and implement Comprehensive Distance Learning and continue to provide meals for students.
- High school principal will provide updated information about instructional models as well as file ODE’s COVID-19 Weekly School Status

Requirements for 1b. HIGH-RISK POPULATIONS

- Serve students in high-risk population(s) whether learning is happening through On-Site (*including outside*), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- 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:
 - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 - Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 - Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
 - Service provision should consider health and safety as well as legal standards.
 - 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:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Plan Details for 1b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.

The district has accounted for students who require nursing services and if/when those services are needed our local ESD will support us in serving the student's needs.

The district has reviewed the Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA during CDL and Hybrid

Administrators and staff will partner with the nurse from WESD to address the needs of individual students. The nurse will provide care for individual students as outlined in ODE guidance and state law.

Requirements for 1c. PHYSICAL DISTANCING

- Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- Middle and High School Level when at a county case rate of ≥200 (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.
- All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.
- Consider physical distancing requirements 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. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.

- Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.
- Minimize time standing in lines and take steps to ensure that required 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 or outside learning space (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 must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Plan Details for 1c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Capacity for High School Settings:

- Cafeteria: 375 usable sq. ft.: no more than 10 people
- Classroom 201: 560 usable sq. ft: no more than 16 people
- Classrooms 203: 560 usable sq. ft: no more than 16 people
- Classrooms 204A: 315 usable sq. ft: no more than 9 people
- Classrooms 204B: 336 usable sq. ft: no more than 9 people
- Classroom 206: 560 usable sq. ft: no more than 16 people
- Classroom 104: 560 sq. ft: no more than 16 people · High School Office, room 106: 560 sq. ft: no more than 16 people
- Counseling Office, room 101: 560 usable sq. ft: no more than 16 people
- Athletic Directors Office, room 102A: 200 usable sq. ft: no more than 5 people
- Staff lounge, room 102B: 180 usable sq. ft: no more than 5 people
- Library/Science Building: Library: 828 usable sq. ft: no more than 23 people
- Science Room: 1088 usable sq. ft: no more than 31 people
- Middle room: 256 usable sq. ft: no more than 7 people

61 total students

9th grade: 10

10th grade: 15

11th grade: 14

12th Grade: 22

- Classrooms designed seating to meet social distancing requirements
- Remove extra furniture to allow seating capacity for only the allowable number of people in the classroom.
- Assign seating, maximize physical distancing and minimize physical interaction.
- Hallway markers to indicate social distancing requirements
- Schedules will be designed to meet cohort number requirements
- Staggered transition times to meet social distancing requirements

Special Education Services:

- Special Education instruction will be planned and provided by the Case Manager in collaboration with administration.
- The IEP team will discuss appropriate steps if social distancing cannot be maintained.

Staff Meetings

- Staff meetings will be virtual when feasible. Smaller department meetings may be in person or virtual.

Requirements for 1d. COHORTING

- Establish stable cohorts:
 - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).
- 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 sanitizing surfaces (e.g., desks, dry erase boards, 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.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Plan Details for 1d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

In-building cohorts

- All students will be assigned to a cohort group.
- Groups will remain stable throughout in person instruction to the extent possible
- High school will operate on a 4x4 schedule, with students taking the same 4 classes for 9 weeks
- Classroom Start and Release times will be staggered to prevent cohort interactions at entrance/exit locations.
- Breakfast and lunch will be consumed in the gym, except when students have a 0 period. They may be consuming breakfast in their classroom. Students will be seated at least 6 feet apart at all times.
- Staff will wash their hands between cohorts and disinfect surfaces between each cohort.
- Daily cohort logs will be maintained by staff members

- There will only be one cohort in the building at a time for restroom use.

Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

- 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.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
 - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
 - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school 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.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

Plan Details for 1e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- The RSSL and school blueprint will be shared with all staff members and reviewed periodically.
- The district facility manager will share the districts cleaning/disinfecting protocols and stages with all staff members.
- Falls City High School will use School Messenger, the Remind App, the district Facebook account and parent emails to communicate new safety measures in place at school.
- Falls City High school will be using the Planning for COVID – 19 Scenarios in Schools and following those protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.

The school personally contacts all staff members and students' families that have been exposed to COVID. The school sends a letter via Remind and social media to the rest of the school community. The letter is also mailed to families. In addition, once contact tracing is done the school personally notifies all people that have been a close contact and the definition of a close contact is explained to them.

Within 24 hours of being notified of a new COVID-19 case the school contacts all people that were close contacts and anyone that was exposed, even contacts of contacts.

All information will be provided in languages and formats so students, families and community members can access it.

Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
 - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
 - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new 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 must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
 - 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 *elementary grade* students for symptoms on-site every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. *Secondary students must also be screened every day. This can be done off-site, prior to coming to school.*
- Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.⁴
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) 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 “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.](#)
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other

⁴ Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don’t sign-in when they have symptoms that should have them staying or working from home.

symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).

- 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.

Plan Details for 1f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Falls City SD will teach and regularly remind staff and students to wash with soap and water for 20 seconds and/or use an alcohol-based hand sanitizer with 60-95% alcohol. Hand sanitizer use will be provided at school entry points.

Parent and Staff Education

- Families and staff will be provided with symptom lists and asked to check for symptoms each morning prior to school. Students who are symptomatic must be kept at home.
- Staff who are symptomatic must stay at home.

Student Arrival and Entry

- Students will be designated an entry point to the school building.
- Students will go directly to their first class through their assigned entry door.

Each cohort shall be assigned an entry location. Staff will be assigned to each location. Students will use a QR code connected to a google form to answer screening questions prior to entering the building. Staff will also do a visual screening of students each morning prior to entering the building. Temperature will be taken.

Screening Students Upon Entry

- Staff will be assigned to each entry point to perform screening protocol.
- When the screen indicates that a student may be symptomatic, the student is directed to the health room where isolation will begin. *Follow established protocol from Communicable Disease Management Plan.
- Hand sanitizing stations will be placed by each entrance prior to student entrance, and students will utilize classroom stations to wash hands.

Logging for Contact Tracing

- Please see section 1a.

Screening Staff:

- Staff are required to report to their building administrator when they may have been exposed to COVID-19.
- Staff are required to report to the building administrator when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.
- All staff, including itinerant staff, substitutes, guest teachers, and essential visitors, will be required to sign in upon arrival to Falls City School District. Sign-in logs shall include: date, first and last name, arrival and departure times, and an attestation regarding COVID-19 exposure. This information will be collected and stored in a Google form for contact tracing purposes.

Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.

- 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.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain 6 feet of physical distancing, wear face coverings, and adhere to all other provisions of this guidance.

Plan Details for 1g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction unless they are deemed as essential personnel. All visitors/volunteers must be approved by the building administrator and will be required to complete training on COVID protocols and this plan. They must also sign a waiver and participate in regular trainings and background checks.
- Essential visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Essential visitors/volunteers must wear face coverings inside the buildings.
- Essential visitors/volunteers will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

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

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- "Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space well 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 or less "sensory break;"
 - Students must not be left alone or unsupervised;

- Designated area or chair must 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.
- Face masks⁵ for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must 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, or the current plan in effect for the student if appropriately developed after 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. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
 - For 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.

⁵ Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.

- 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 shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

Plan Details for 1h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Facial Shields

Facial shields or clear plastic barriers are required and will be provided for:

- Speech Language Pathologists and Speech Language Pathology Assistants

Facial Coverings

Facial coverings are required and will be provided for:

- All Staff

Facial coverings are required for all essential visitors/volunteers. Anyone entering without a facial covering will be provided one.

Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction, will be provided access to Comprehensive Distance Learning practices. Additional provisions shall apply to students who are protected under ADA and IDEA. Proximity to other students and staff will be limited to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings/shields;
- Spaces away from peers while face covering is removed; and
- 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.

Access to on-site instruction will not be denied for students with medical conditions, doctor's orders not to wear face coverings, or other health related concerns.

Face coverings are required and will be provided for:

- District and school nurses and other personnel while providing direct care and/or monitoring staff/students displaying symptoms.
- Bus Drivers
- Front office staff

If a staff member requires an accommodation for a face covering the district will work with them to limit the staff member's proximity to students and staff to minimize exposure.

Requirements for 1i. ISOLATION AND QUARANTINE

- 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. See the [COVID-19 Exclusion Summary Guide](#).
 - 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 6 feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
 - 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 for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands shall 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 shall 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.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

Plan Details for 1i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Isolation

• **Bus:** Students shall be screened upon entering the bus for transportation to school. Students exhibiting symptoms or developing symptoms on the bus shall be seated in a designated row and will immediately be taken to the school office upon arrival for additional screening. Students with symptoms upon screening will be sent to the supervised isolation room until they can be picked up.

Upon Arrival: Students will use a QR code connected to a google form to answer screening questions prior to entering the building. Staff will also do a visual screening of students each morning prior to entering the building. Students exhibiting symptoms upon arrival will be taken to the supervised isolation room until they can be picked up.

• **During the Day:** Students and staff exhibiting symptoms shall be sent to the health assistant's room for screening and placement in the supervised isolation room.

• School will have a designated primary isolation area that will be used for students and staff who are symptomatic

- Room 1B, bottom floor at the high school.

• Room 1B will be marked with signage on doors and access to the room will be clearly prohibited until the student is picked up and the room and contents have been sanitized. Staff interacting directly with the student will wear medical grade PPE.

• Symptomatic students will remain at school until a designated adult can pick them up.

• Designated staff will supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear appropriate face covering or face shields.

• Secondary isolation areas may be identified if/as needed.

• Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include:

- Name of student
- Reported Symptoms/reason for health room visit
- Action taken

- **Symptomatic Student/Staff Care and Re-Entry**

• Name and contact information for staff and students exhibiting symptoms shall be sent to the LPHA.

• Staff and students exhibiting symptoms will be provided with instructions in their native language on how to access the Polk County Health Department. They will be encouraged to contact the health department or their primary care physician for testing services.

• Students and/or staff testing positive for COVID-19 will remain home for at least 10 days and will follow guidance contained in this section ODE/OHA requirements prior to re-entry

Facilities and School Operations (Section 2 of the RSSL Guidance)

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).

Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
 - 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.
- 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.
- 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.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- 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.

Plan Details for 2a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- All students will be enrolled following the Oregon Department of Education guidelines.
- No student will be dropped for non-attendance if they meet the following conditions:

Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 or have COVID-19 symptoms for the past 14 days.

- Students will be given the option to enroll in hybrid learning or Comprehensive distance learning.
- Students will attend school on alternating days according to their grade level. On the days, they are in school, they will participate in in-person learning. On the days, they are not in school, they will have assignments to support/review/enhance the in-person learning they received or to prepare for the next day of in-person learning.
- Students who are symptomatic and require a medical absence will be provided Comprehensive Distance Learning in order to continue their education.

Requirements for 2b. ATTENDANCE

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

- 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).
- 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).
- 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. 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.

Plan Details for 2b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Attendance will 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). attendance will include:

- Participation in live zoom classroom sessions/meetings;
- Electronic assignment submission;
- Email communication with the teacher or assigned staff member; and/or
- Phone communication with the teacher or assigned staff member.

For students in full online learning, two-way communication for attendance may include:

- Participation in live zoom classroom sessions/meetings;
- Electronic assignment submission;
- Email communication with the teacher or assigned staff member; and/or
- Phone communication with the teacher or assigned staff member.

The district's attendance team will work with building administrators to review individual and school-wide attendance data weekly.

Requirements for 2c. TECHNOLOGY

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d).
- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

Plan Details for 2c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- The school device will be cleaned and sanitized issued to every student.
- The District will conduct family technology and connectivity survey
- All students will be assigned a district-owned device for use in the school building and at home.
- Deployment of district-provided hotspots will be provided to families who do not have adequate internet access.
- Additional devices will be accessible for in-building use for students with broken devices or devices left at home.
- During check-out and check-in procedures, social distancing and safety measures will be utilized.

Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- **Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

Plan Details for 2d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- **Handwashing:** Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.
- **Equipment:** Equipment includes materials such as school supplies (scissors, glue sticks, crayons, markers, etc.), PE equipment, science lab supplies, etc. Sharing of supplies will be restricted whenever possible. Any shared equipment will be cleaned and sanitized between users.
- **Events:** Off-site field trips and events requiring visitors or volunteers have been cancelled.
 - In-school events will be modified to follow cohorting and social-distancing guidance.
 - Building use by outside groups will not be allowed.
 - Athletic events and practices will adhere to OSAA guidelines.
- **Transitions/Hallways:** Hallway transitions will be staggered to avoid heavy traffic times. Hallways will be marked to illustrate appropriate social distancing.
 - Buildings will stagger transitions by cohort groups to reduce potential contact between cohorts.
 - Student cohorts will remain in their assigned classroom and will only transition with an adult (when possible).
- **Restrooms assigned based on cohort rooms.** Visual reminders will be in all restrooms to encourage hygienic practices.
 - Handwashing techniques
 - Covering coughs/sneezes
 - Facial coverings
 - COVID-19

Requirements for 2e. ARRIVAL AND DISMISSAL

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).
- 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. Plan Details for 2e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Arrival and Dismissal

Entry:

Students will complete the screening process using a QR code connected to a google form to answer screening questions prior to entering the building. Staff will also do a visual screening of students each morning prior to entering the building. Hand-sanitizer, masks and hand washing stations will be available at entrance to encourage further hygiene.

- Students will transition immediately to their assigned locations and will remain there until the end of the period.
- Each cohort will be assigned an entrance and an exit in which to arrive and leave when dismissed.
- Staff will be present at each entry point.
- Students will go through the screening protocol upon entry and any student who is symptomatic will be directed to the health room.
- Hand sanitizer dispensers will be available at each entry door and other high traffic areas.

Exit:

- Students will remain in their assigned cohort and location until the end of their designated time on campus. Cohorts will be staggered in order to assure cohorts do not mix during entry and exit. Students will exit directly to their transportation.

Sign-in/Sign-out Procedures

- Students entering or leaving the building at times other than arrival or dismissal will use the main entrance.
- Visitors who arrive to pick up their child must remain in their vehicle or enter through the main entrance and go directly to the office.
- All sign-in/sign-out tracking will be handled by office staff to reduce the sharing of pens and paper.
- Hand sanitizer will be available at all entries.
- Any supplies used by more than one person must be disinfected after each use.

Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

- **Seating:** Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.
- **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 shall be disposed of in a garbage can, then hands washed or sanitized immediately.
 - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 2f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Seating:

- All classrooms and common use areas will have signs posted designating maximum capacity.
- Classroom desks and tables will be arranged with students being seated a minimum of three feet apart but preferred distance is 6 feet.
- All students will have assigned seats in classrooms to adhere to physical distancing requirements.
- Any classrooms that are used by more than one cohort will be disinfected between each cohort.
- Classrooms will be disinfected between each class even in the same cohort.
- All upholstered furniture and soft seating has been removed from school buildings.
- Classes should be held outside when possible. Physical distancing must be maintained outdoors.

Materials:

- Classrooms will limit the use of community supplies when possible. If community supplies are used, they must be cleaned frequently and in between each cohort

Handwashing:

- Each classroom shall be equipped with either hand sanitizer or a sink with soap and water, paper towels and tissues.
- Signage shall be posted in classrooms and all common areas reminding students, staff and visitors of the importance of respiratory etiquette and hand hygiene.
- PE activities will be designed to support cohorts and physical distancing.
- Students and staff will wash their hands or use hand sanitizer before returning to the building from PE.

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

- 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. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j).
- 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 the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining 6 feet of distance between adults. Note: The largest area of risk is adults eating together in break rooms without face coverings.

Plan Details for 2g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Playgrounds – N/A
- Recess – N/A
- PE activities will be designed to support cohorts and physical distancing.

Requirements for 2h. MEAL SERVICE/NUTRITION

- Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.
- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least 6 feet of physical distancing. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

Plan Details for 2h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Meals will be provided/available to all students through CDL logistics. Students can pick up meals at the designated location or meals will be delivered to homes upon request.
- Those who are onsite will be able to access breakfast or lunch, as appropriate, remaining with their assigned cohort only.
 - Breakfast will be served in the gym. Classrooms with a 0 period will eat breakfast in their classrooms. Students will be seated at least 6 feet apart at all times.
 - Lunch will be served in the gym. Students will be seated at least 6 feet apart at all times.
 - Students leaving campus for lunch will need to go through a visual screening process upon return.

- Students leaving campus for the day will grab their lunch and go.
- Students who bring their own lunch from home may eat it outside or in the gym.
- All staff serving meals will be provided face coverings which must be worn while serving meals to students.
- Breakfast and lunch will be served in the gym with the exception of o period classes. Students will eat with cohort groups. Students will be seated at least 6 feet apart at all times.
- Tables/desks will be cleaned prior to meals being served.
- Students will not share utensils or any other items during meals.
- Students and staff will wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Staff should eat their meals independently and not in shared staff rooms when possible. Break and meal times may be staggered.

Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep 6 feet away from others. Continue transporting the student.
 - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the [CDC order](#).
- 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 for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

Plan Details for 2i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

All bus drivers will be provided face coverings and must wear them while transporting students.

All bus drivers will be trained by Mid-Columbia Bus Company in the protocols for loading/unloading students:

- All students must wear a face covering while being transported on the bus. Students who are not wearing a face covering upon boarding the bus will be provided one.
- Students will go through the screening protocol before boarding the bus.
- Students exhibiting symptoms will be required to wear a mask and will be seated in the back isolation seat. The school office will be notified.
 - Upon arrival to school, the student will be escorted to the health room and placed in isolation where procedures identified in the Communicable Disease Plan will be followed.
 - If a student develops symptoms while being transported home, the driver will notify the school.
- Bus drivers will keep contact tracing logs.
- Students must maintain three feet of physical distance while being transported on the bus.
- The driver must maintain a physical distance of six feet from the passengers except during boarding and exiting and while assisting those with mobility needs.
- Buses will be cleaned and wiped down between each cohort daily.
- Staff will consult with families of students who will need additional support on the bus.

Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- 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. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.

- Schools with HVAC systems must 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 shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not 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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- 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](#)).

Plan Details for 2j.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- All frequently touched surfaces (e.g., door handles, sink handles, drinking fountains,) and shared objects (PE equipment, science equipment, art supplies) will be cleaned between uses.
- Classrooms will be disinfected after each cohort daily using an electrostatic sprayer and other approved devices and disinfectants. Only trained personnel will be able to operate the sprayer.
- Door handles, desks and tables will be cleaned after each cohort group.
- All of the HVAC air filters are being checked monthly, filters are changed every three months, filters all have a MERV rating of ten, filter changes are documented in each furnace room in each building.
- Interior doors will remain open as much as possible maximizing air circulation and reducing frequently touched surfaces.
- All facilities will be cleaned, sanitized and disinfected according to the Falls City School District's adopted "Six Stages of Cleaning" guidelines.
- Disinfectants that are used are from the EPA List N
- Fans will not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.

- We continually circulate outside air into the building 24 hours a day, 7 days a week.

Requirements for 2k. HEALTH SERVICES

- 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.
- 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).

Plan Details for 2k.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Classroom teachers and staff will provide appropriate hand hygiene and respiratory etiquette education to endorse prevention.
- Our school will practice appropriate communicable disease isolation and exclusion measures.
- Staff will participate in required health services related training to maintain health services practices in the school setting.
- COVID-19 specific infection control practices for staff and students will be communicated.
- Review of 504 and IEP accommodations and health plans will be revised to address vulnerable populations.
- Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.

Please see the Falls City School District Communicable Disease Plan

Requirements for 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
 - Contact tracing
 - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings.
 - 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
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - 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.

Exception

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 and any other applicable sections, including Section 2L.
- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days* prior to traveling to the school, OR
 - Quarantine on campus for 14 days.*
- A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
- Student transportation off-campus is limited to medical care.

Plan Details for 2l.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Does not apply to us.

Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- 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.

- 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 actions to take when there is a threat to safety must be conducted two times a year.
- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must 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 shall 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.

Plan Details for 2m.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Safety Drills: Safety drills at the school year will be scheduled for both cohorts of students to participate at return to hybrid/in-person instruction:

- Evacuation drill
- Lockdown drill
- Earthquake drill
- Drills will alternate monthly between cohorts
- Staff and students will follow distance requirements during exit of the building.
- Re-entry to the building will be through an assigned entry point to reduce incidental contact.

Safety drills will be carried out as close as possible to the procedures that would be used in an actual emergency. 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 will be completed in less than 15 minutes.

Requirements for 2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

- Utilize the components of Collaborative Problem Solving⁶ or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills⁷.
- 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.
- 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.

Plan Details for 2n.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- School counselor and district Reset Room staff are trained resources for supporting students that are dysregulated.
- Our Principal, School Counselor and SPED Director will work with staff to identify and take steps to reduce antecedent events and triggers. Staff will be better able to recognize these events or triggers because of the smaller number of students in cohorts.
- Teachers and School Counselor have created structured and scheduled SEL time in specific health and "success classes" to incorporate proactive daily routines.
- SPED Director/principal will help teachers build skills similar to Collaborative Problem Solving framework
- Staff are trained to ensure use of de-escalation strategies, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- Staff are continuing professional development related to 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.
- Principal/School Counselor will provide alternative space for a student needing isolation and will have access to District Reset Room (remotely)
- If a student becomes dysregulated, escalated, or is exhibiting self-regulatory challenges, staff should:
 - Use empathetic and calming verbal interactions

⁶ See [this site](#) for an overview of Collaborative Problem Solving.

⁷ In the CPS framework, lagging skills are the reasons that a child is having difficulty meeting expectations or responding adaptively to triggers. Specific lagging skills can be assessed using the [Collaborative Problem Solving Assessment & Planning Tool - Likert Scale](#) (CPS-APT) or the [Assessment of Lagging Skills and Unsolved Problems](#) (ALSUP).

- Use the least restrictive interventions possible to maintain physical safety for the student and staff.
- Identify 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.
- Maintain student dignity throughout and following the incident.
- 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.
- Spaces that are used to de-escalate behaviors will be appropriately cleaned and sanitized prior to another stable cohort use.
- Reusable PPE will be cleaned and sanitized after each episode of physical intervention.

Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

- In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions:
 - Only participants and trainers are allowed to be present for these sessions.
 - Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time.
 - All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person.
 - All people in close contact for this purpose must wear appropriate Personal Protective Equipment (PPE), including but not limited to, medical grade N95 face masks, face shield, gloves, and gown.
- Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation). Single-use disposable PPE must not be re-used.

Plan Details for 2o.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention.

Response to Outbreak (Section 3 of the RSSL Guidance)

Requirements for 3a. PREVENTION AND PLANNING

- Review the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

Plan Details for 3a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- The district’s superintendent engages in consistent communication with our LPHA and Willamette ESD.
- If the region impacted is in our community, the Polk County Health Department will provide school-centered communication and will potentially host conference calls.
- When cases are identified in the local region the district administrators convene, plan, and respond. The COVID19 scenarios guidance serves as a guide, with input from the Polk County Health Department.

Link to COVID-19 Disease Plan: [Communicable Disease Guidelines](#)

- A district’s administrators and facility manager will review identified cases and follow an established emergency response framework

Requirements for 3b. RESPONSE

- Review and utilize the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Ensure continuous services and implement Comprehensive Distance Learning.
- Continue to provide meals for students.

Plan Details for 3b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Link to COVID-19 Disease Plan: [Communicable Disease Guidelines](#)

- Weekly review of attendance data and reported symptoms by staff and students to determine a potential increase in infection rates.
- Report to and consult with Polk County Health Department with all confirmed COVID19 cases.
- Temporarily dismiss students attending in-person learning when required by Polk County Health Department and RSSL guidance / metrics. Shift to distance learning for all students.
- Communicate with families regarding the criteria that must be met in order to resume on-site, in person learning.
- The school will continue to provide meals for all students.

Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.

- 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.

Plan Details for 3c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Distance learning and in-person learning will be planned in collaborative teams, allowing for students to move between an in-person and distance learning model. In the event of a school closure, all students and staff will participate in distance learning during the closure.
- Consult with our LPHA for guidance on cleaning, sanitizing and disinfecting surfaces prior to reopening schools.
- Follow RSSL guidance regarding the return of students and staff for in-person learning.

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.

Let us know whether statement 1 or statement 2 applies to your school plan by typing “Yes” after the prompt that follows the correct statement:

1. 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](#)

Does statement 1 apply to your school?

Yes, statement 1 applies to us.

2. 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.

Does statement 2 apply to your school?

Assurance Compliance and Timeline

If a district/school cannot meet any of the requirements from the sections listed below, provide a plan and timeline to meet the requirement:

- Section 4: Equity
- Section 5: Instruction
- Section 6: Family, Community, Engagement
- Section 7: Mental, Social, and Emotional Health
- Section 8: Staffing and Personnel

Please type below which requirements cannot be met and the plan and timeline to meet them. Be sure to include how and why the school is currently unable to meet them.

School’s response: