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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21
Updated 12/7/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the ***Ready Schools, Safe Learners*** guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Falls City High School
Key Contact Person for this Plan	Mickel 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	High School Principal
Local public health office(s) or officers(s)	Polk County Public Health-Kristy Polanco-503-623-8175
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Mickel Kidd John Gilbert
Intended Effective Dates for this Plan	
ESD Region	Willamette ESD

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

> We are collecting survey data regarding Distance Learning for all successes and struggles, technology availability/needs for next school year, preference of parents and students for structure of learning for 2020- 2021 school year and intent to send students to school next year. The survey link will be provided to all students, families and staff members to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized students/community groups. We will be providing paper copies of the surveys upon request as well.

3. Indicate which instructional model will be used.

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[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.

Select One:
☐ **On-Site Learning**   ☒ **Hybrid Learning**   ☐ **Comprehensive Distance Learning**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). **Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.**

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
Currently Polk County is not meeting the metrics set by the governor on Aug 12th. At this time Falls City High School will start in comprehensive distance learning for the first 9 weeks of school. At that time we will review our county metrics and if the county metrics are at the level that will allow in person instruction we will do so. If the county metrics are not at the level that will allow in person instruction we will continue with comprehensive distance learning

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. **Here is a link to the overview of CDL Requirements.** Please name any requirements you need ODE to review for any possible flexibility or waiver.
All students/families will be surveyed about what technology the families/students' have access to and their access to high speed internet at home. Once the survey results come in, we are going to pass out chrome books or iPads to all of our students that need them. Families that do not have high speed internet will be provided the opportunity to have hotspots placed in their homes.

All high school students and their parents/guardians will be invited by teachers individually to review transcripts and to schedule fall quarter classes. These meetings will be offered by Zoom, phone conference and in-person if necessary. During this time, students and parents/guardians will be provided with an an orientation on technology, expectations for the students and establish a culture of care for the families. Staff will be using Google Suite, Google Classroom, Remind, Odysseyware and other means to communicate with students and families. For students who received an incomplete during the spring of 2020, plans will be discussed, developed and communicated to students and families at this time.
Teachers will collaborate with the special education teacher in order to ensure that services are being provided to students. In addition, the special education teacher will ensure that student services are protected and education is delivered in the least restricted environment.

- Student/family orientations will take place between Aug. 31st and Sept. 14th
- Soft start spirit week will begin Sept. 14th
  - Spirit week-class competitions and social events
  - Relationship building between staff, students and families
  - Classroom expectations to be taught and communicated to students and families

- Academic instruction for all classes begin on Sept. 21st

The majority of high school students will have four classes to manage the first quarter with the opportunity to earn .5 credit per class. This is designed to limit the amount of classes a student must manage during CDL and keeps them on track to graduate on time.

Attendance will be taken each day for each class that the student is enrolled in for that day. The attendance secretary will monitor each days attendance and report concerns to the building administrator. Parents/guardians will be notified if their student has inconsistent attendance. The school will work with families to try and eliminate any barriers that might be causing inconsistent attendance.

The school will continue with comprehensive distance learning for the first 9 weeks of school. After that time we will make the decision to continue with distance learning or move to a hybrid plan based on the current Polk County metrics. All staff will connect and engage in conversations with families and students to establish learning times and expectations for each family. The first week of CDL will be focused on building relationships with students and families and for teaching expectations and etiquette while participating in CDL. Staff will provide student and families with class times and office hours that will be communicated in a variety of ways including a school hub located on the school website.

Our afterschool program will engage with families and students regarding their social emotional needs on a consistent basis. Students experiencing homelessness will have access to the community center for access to the internet.

We will provide breakfast and lunch to all of our families/students that would like to have it. We are sending out a survey to all families so they can let us know their needs.

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.

We have developed a team to help make decisions based on all guidance we have received. The team will come up with some tentative return dates and dates to reassess the metrics of our county. Then the plan will go before the school board for feedback.

July 2020-team formed

August 5, 2020-tentatvie dates chosen by committee

August 12, 2020-School board will meet to review blueprint and distance learning plan.

August 17th- Blue print submitted.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.*

0. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

☐ The school meets eligibility for the "Safe Harbor Clause" as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the* **Ready Schools, Safe Learners** *guidance, if the school is located in a county with metrics in the "Distance Learning" column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*

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

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

☒ The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).

☐ The school is small and remote (enrollment ≤75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).

☐ The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).

☐ The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Implement measures to limit the spread of COVID-19 within the school setting.
 ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.
 ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
 ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
 ☒ Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
 ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.
 ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
 ☒ Process to report to the LPHA any cluster of any illness among staff or students.
 ☒ Protocol to cooperate with the LPHA recommendations.
 ☒ Provide all logs and information to the LPHA in a timely manner.
 ☒ Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
 ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
	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
	 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 symptom
	 • Screening
	     o Each cohort shall be assigned an entry location. Staff will be assigned to each location and will screen students each morning prior to entering the classroom.
	     o When the screening indicates that a student may be symptomatic, the student is directed to the office 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.
	     o Hand sanitizing stations will be placed by each entrance prior to student entrance to classes.
	 • Reporting to LPHA
	     o Logs of students and staff sent home with possible COVID -19 symptoms shall be

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
☒ 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).
	- Protocol to isolate any ill or exposed persons for physical contact with others. A health room as been set up to isolate any ill or exposed person from contract with others and a designated staff member will be provided to supervise health room.
	  • Isolation Room
	    o Isolation room is identified as room B1 on the bottom floor of the high school
	 - System for maintaining daily logs for symptom surveillance.
	  • Reporting to LPHA
	    o Logs of students and staff sent home with possible COVID -19 symptoms shall be sent to the Polk County Health Department.
	 - 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 if needed and may be used for contact tracing.
	  • Logs Shall include
	    o Child's name
	    o Time entering and exiting class
	    o Parent/guardian name and emergency contact information shall be maintained and accessed via SIS
	    o All staff/adults who come into contact with each child
	    o 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 Google form for contact tracing purposes.
	 - Comprehensive plans for systematic disinfection of classroom offices, bathrooms and activity areas have been developed by the facility manager.
	 - Training for staff to implement sections 1-3 of the Ready School Safe Learners plan will be delivered at the start of the bringing student into the building.
	 -The superintendent, Art Houghtaling, will notify the LPHA of any confirmed Covid-19 cases among students and staff

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements**	Staff - All staff will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member. o Staff who are unable to perform their job on-site due to a serious health condition or disability, will have the option of taking appropriate leave, or may be reassigned to perform

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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:
1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
 	
☒ 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:
  o 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.
  o ODE guidance updates for Special Education. Example from March 11, 2020.
  o 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.'
  o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.
	tasks without in-person contact, if appropriate and reasonable.
	  o Classified staff members may be assigned to support on-line instruction.
	
	- All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction
	-Students who experience disability will continue to receive specially designed instruction.
	- Visitors/Volunteers will be unable to work in schools during operational hours, or complete other volunteer activities that require in person interaction at this time. Adults in schools are limited to essential personnel only.
	-Work closely with school nurse, Annelise Stanton, to train staff on medical needs of individual students.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom	Capacity for High School Settings:

OHA/ODE Requirements	Hybrid/Onsite Plan
space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.	• Cafeteria (used for breakfast and lunch): 375 usable sq. ft.: no more than 10 people
☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	• 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
☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	• 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
☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	•Counseling Office, room 101: 560 usable sq. ft: no more than 16 people
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	• 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
☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	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
	Student Population By Grade Level High School:
	61 total students
	9th grade: 11
	10th grade: 15
	11th grade: 15
	12th Grade 20 :
	• 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:
	• SpEd 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

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	12th Grade 20 : • 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.
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.	• Hallway markers to indicate social distancing requirements
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).	• Schedules will be designed to meet cohort number requirements

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	• Staggered transition times to meet social distancing requirements Special Education Services: • SpEd 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 In-building cohorts • All students will be assigned to a cohort group. • Groups will remain stable throughout the 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 • Start and Release times will be staggered to prevent cohort interactions at entrance/exit locations. • Breakfast will be consumed in classrooms and lunches will be served in the classroom or students will be served their lunch and released for the day • Staff will wash their hands between cohorts and disinfect surfaces between each cohort. • Daily cohort logs with be maintained by staff members

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a 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. ☒ 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. ☒ Provide all information in languages and formats accessible to the school community.	o The RSSL and school blueprint will be shared with all staff members and reviewed periodically. o The district facility manager will share the districts cleaning/disinfecting protocols and stages with all staff members. o 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. o 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.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
  • Primary symptoms of concern: cough, fever (temperature 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.
	Falls City SD will teach and regularly remind staff and students to wash with soap and water for 20 seconds 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 cohort through their assigned entry door.

OHA/ODE Requirements	Hybrid/Onsite Plan

• Emergency signs that require immediate medical attention:
   o Trouble breathing
   o Persistent pain or pressure in the chest
   o New confusion or inability to awaken
   o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
   o Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
  • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools."
  • Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☒ 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.
	• Staff will be present at every entry point to visually screen students for symptoms.
	• During limited in person instruction students will go directly to their assigned meeting place. Cohorts will be no more than 20 students and they will be on campus for not more than two consecutive hours.
	
	Screening Students Upon Entry
	• Staff will be assigned to each entry point to visually screen students for symptom
	  • When the screen indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from Communicable Disease Management Plan.
	  • Hand sanitizing stations will be placed by each entrance prior to student entrance, or 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 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.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.
	• 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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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 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 away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
  o Students must not be left alone or unsupervised;
  o 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 during the school day.
☒ Face masks 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.
Protections under the ADA or IDEA:
☒ 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
	
	Face covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.
	
	Face shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.
	
	Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often.
	
	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 instruction via the district's online education program. 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
	
	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

OHA/ODE Requirements	Hybrid/Onsite Plan

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

<h3 style="text-align:center;">1i. ISOLATION AND QUARANTINE</h3>

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
  • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.
  • Consider required physical arrangements to reduce risk of disease transmission.
  • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  • Additional guidance for nurses and health staff 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, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and
	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 shall be visually screened at their designated entry by staff. 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 office 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:

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	❏ Name of student ❏ Reported Symptoms/reason for health room visit ❏ Action taken
• 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.	• Symptomatic Student/Staff Care and Re-Entry • Name and contact information for staff and students exhibiting symptoms shall be sent to the Polk County Health Department daily.
• 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.	• Staff and students exhibiting symptoms will be provided with instructions in the 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.
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	• 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
☒ 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.	

 # 2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	• All students will be enrolled following the 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:	• No student will be dropped for non-attendance if they meet the following conditions:
• 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.	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 fully online 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 receive full online learning in order to continue their education.
☒ 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	

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
	For high school students, twice a week check ins will prioritize two days of in person learning. Students who are not present for at least two days will be counted as present through at least one other method of two-way communication, including:
	    • 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.

2c. TECHNOLOGY

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

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **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 personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.
	• **Handwashing:** All students and staff will have access to hand washing prior to breakfast and lunch. 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 cohorts rooms. Visual reminders will be in all restrooms to encourage hygienic practices.
	    ● Handwashing techniques
	    ● Covering coughs/sneezes
	    ● Facial coverings
	    ● COVID-19
	Personal Property:
	
	• Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag.
	• During Limited Person Instruction, students will be limited to bringing only those personal items that directly support instruction, these will be communicated by the teacher.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 of the *Ready Schools, Safe Learners* guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.	Arrival and Dismissal Entry: • During Limited In-Person Instruction, students will enter through the main entrance. They will then sign in and complete the screening process. 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 on campus no more than two consecutive hours. • 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 be visually screened upon entry and any student who is symptomatic will be directed to the office.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	• 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 in main school office. • Any supplies used by more than one person must be disinfected after each use.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues 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.	● **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 six feet apart. ○ All students will have assigned seats in classrooms to adhere to physical distancing requirements. ○ Any classrooms that are used by more than one cohort must be disinfected between each cohort using an electrostatic sprayer. Only trained personnel are authorized to use the sprayers. ○ All upholstered furniture and soft seating has been removed from school buildings. ○ When possible, windows will be open in classrooms before students arrive and after students leave. ○ 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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds 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 of the *Ready Schools, Safe Learners* guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit 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 six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation.	• Playgrounds – N/A • Recess – N/A • PE activities will be designed to support cohorts and physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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 six 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 of the *Ready Schools, Safe Learners* guidance).
☒ Students 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 six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or
	• During Limited In-Person instruction, 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 delivered to the classrooms
	   ○ Those students staying on campus to eat lunch will get their lunch in their cohort classroom.
	   ○ Students leaving campus for the day will grab their lunch an go.
	• 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 classroom. Students will eat with cohort groups.
	• Tables/desks will be cleaned prior meals being served.
	• All students must wash hands prior to meals. If possible, students will wash hands in the classroom.
	• Students will not share utensils or any other items during meals. • Staff should eat their meals independently and not in shared staff rooms when possible. Break and meal times should be staggered.

OHA/ODE Requirements	Hybrid/Onsite Plan
drinking and minimize time in spaces where face coverings are not consistently worn.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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 of the *Ready Schools, Safe Learners* guidance).
 	
☒ 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 six feet away from others. Continue transporting the student.
    o 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.
    o 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.
    o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 	
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
 	
☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.
 	
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
 	
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.
	• LIPI transportation cohorts are limited to 20, and these cohorts count as one of the two allowable cohorts for each student each week. Additionally, bus drivers are limited to interaction with up to three cohorts daily, and five weekly.
	
	• • 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:
	  o All students must wear a face covering or while being transported on the bus. Students who are not wearing a face covering upon boarding the bus will be provided one.
	  o Students will be visually screened for symptoms when boarding the bus.
	  o 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 office 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 and each bus route will be considered a cohort.
	
	• 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.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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.	• 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 using an electrostatic sprayer and other approved devices and disinfectants. Only trained personnel will be able to operate the sprayer.

OHA/ODE Requirements	Hybrid/Onsite Plan
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). ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans 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). ☒ 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.	• Door handles, desks and tables will be cleaned after each cohort group. • Ventilation systems will be checked and maintained every two weeks by maintenance staff. • Doors and Windows will remain open as much as possible allowing for fresh air. • All facilities will be cleaned and disinfected at least daily to prevent the transmission of the virus from surfaces.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	• 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ 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 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance. ☒ 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 (or current CDC recommended time period) prior to traveling to the school, OR • Quarantine on campus for 14 days (or current CDC recommended time period). ☒ Student transportation off-campus is limited to medical care.	Not applicable to Falls City School District

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 <u>as close as possible</u> 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.	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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
   • Student elopes from area
     o If staff need to intervene for student safety, staff should:
       ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
       ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
       ● Wash hands after a close interaction.
       ● Note the interaction on the appropriate contact log.
     o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
	• 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.
	• School Counselor will help teachers build skills similar to Collaborative Problem Solving framework
	• Staff are trained in MANDT 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:
	   o Use empathetic and calming verbal interactions
	   o Use the least restrictive interventions possible to maintain physical safety for the student and staff.
	   o Identify a clean and safe alternative space that maintains physical safety for the student and staff.
	   o Ensure physical distancing and separation occur to the maximum extent possible.

OHA/ODE Requirements	Hybrid/Onsite Plan

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

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 in the *Ready Schools, Safe Learners* guidance). Single-use disposable PPE must not be re-used.	Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	• The district's superintendent engages in consistent communication with Polk County Public Health 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

OHA/ODE Requirements	Hybrid/Onsite Plan
	• A district's administrators and facility manager will review identified cases and follow an established emergency response framework

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	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.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	• 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 Polk County Health Department 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.

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

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

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

	4. Equity

	5. Instruction

	6. Family, Community, Engagement

	7. Mental, Social, and Emotional Health

	8. Staffing and Personnel

Assurance Compliance and Timeline

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

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