



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sand Ridge Charter School
Key Contact Person for this Plan	Audrey Richards/Cara Osborne
Phone Number of this Person	541-258-5550/541-258-2416
Email Address of this Person	arichards@pieschools.k12.or.us/cosborne@piecharters.org
Sectors and position titles of those who informed the plan	Mary Northern- P.I.E., Inc. – Director of Operations Scott Richards- P.I.E., Inc. – Maintenance/Transportation Superintendent Audrey Richards- Sand Ridge Charter School (K-2) Principal Cara Osborne- Sand Ridge Charter School (3-8) Principal Jeff Tompkins- Sweet Home Charter School Principal Emily Dahlgren- Sand Ridge Charter School, Gr. 3 Teacher Naomi McDowell- Sand Ridge Charter School, MS Teacher
Local public health office(s) or officers(s)	Linn County Public Health https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Linn.pdf
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Audrey Richards-South Main Campus Cara Osborne- Sodaville Campus
Intended Effective Dates for this Plan	August 24, 2020 – June 3, 2021
ESD Region	LBL ESD

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

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

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

- 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.

In order to fully analyze the readiness, views, and desires of all of our school community, multiple opportunities for collaboration and input were provided which informs this plan. Feedback and input were directly collected as part of the “P.I.E. Schools Survey- Planning for Reopening.” Additional information was collected during the 2019-20 school year as part of the “School Closure Educational Support- Family Survey” as well as a “Distance Delivery- Staff Survey” in which many responses were received. Informal communications as well as direct interaction with families in small focus-group sessions allowed further engagement with all members of the school community, including those often underserved and marginalized. As a part of the development of this plan, collaborative opportunities involved the Director, Administrators, and Staff.

Overwhelming support was voiced routinely, by all stakeholders, for a desire to return to in-person instruction which operates in accordance with guidance but feels as normal as possible to students, families, and staff. Students, families, and staff all voiced challenges as related to connectivity and an overall preference and desire to return to an in-person, on-site learning environment. As a rural charter school, our student population comes from a wide variety of locations. As evident during the implementation of Distant Learning for All, some students and even staff had issues pertaining to online access and reliable connectivity. To ensure equity, we must provide access for all to our educational setting.

As a small learning community, we have and will continue to reach out to all families via our school website as well as electronic and direct personal communications. Not only will our Operational Blueprint be made available to all members of our school community, but we will also feature specific training of procedures, new protocol, and policies for all students, staff, and parents.

- Indicate which instructional model will be used.

Select One:

- On-Site Learning** **Hybrid Learning** **Comprehensive Distance Learning**

- 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).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Not applicable- Instruction will be provided On-Site for grades K-8.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance.

Not applicable- Instruction will be provided On-Site and not via the Comprehensive Distance Learning model.

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.

Not applicable- Instruction will be provided On-Site and not via the Comprehensive Distance Learning model, unless deemed mandatory due to Covid 19 exposure or quarantine.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms, and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name 	<p>Please see P.I.E., Inc. Communicable Disease Plan</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • 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. 	<p>All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff</p> <ul style="list-style-type: none"> • Staff members will be given the opportunity to pursue leave options. <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable either by a physician, or parent/guardian notification, will be given the option to enroll in distance delivery instruction with weekly check-ins. • Students who experience disability will continue to receive specially designed instruction. • Students who experience language services will continue to receive English Language Development. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in the school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education’. ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. ☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. 	<p>Overall:</p> <ul style="list-style-type: none"> • Remove extra furniture to make more room • Remove fabric-covered furniture • Assign seating to maximize physical distancing and minimize physical interaction. • Each class will support physical distancing with one teacher and one assistant per class cohort responsible for overall instructional support to support, encourage, and ensure physical distancing. • Develop class rosters with approximately 18-20 students but limited to no more than 24 students per classroom cohort to strive to ensure that each cohort is no larger than 25 people. <p>School Building Capacity:</p> <p>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.</p> <p>Additional Considerations:</p> <p>Special education services will be planned and provided by Case Manage in collaboration. Itinerant staff service will maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate services and next steps.</p> <p>Speech/Language Services: one room will be designated for speech and language cohort groups. SLP staff will be required to wear a face shield.</p> <p>Elective Instruction: All nonessential electives will be eliminated to minimize risk.</p> <p>PE Instruction: PE classes in the gymnasium, outside, or in classrooms with cohort groups and staff assigned to the specific cohort; provided</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	enough time for cleaning and sanitation between groups if using common spaces.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ 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). ☒ 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 wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Below are the identified stable cohorts to ensure capability for carefully tracking attendance to support contact tracing. Cohorts will be maintained as much as possible.</p> <ol style="list-style-type: none"> 1) Transportation <ul style="list-style-type: none"> • Transportation of students will not be provided at this time. • Bus service may be reinstated, only if it is deemed necessary and/or state guidance and regulations pertaining to transportation are eased/changed, throughout the school year. If the transportation of students was to resume, the following would apply: <ul style="list-style-type: none"> ○ This is a stable group of students each day. ○ Stable groups can be varied by AM/PM routes. ○ Updated contact-tracing logs are required for each run of a route. 2) Classroom Cohorts <ul style="list-style-type: none"> • K-6th grade Classroom cohorts are grade-level based cohorts which will be maintained throughout the school year. <ul style="list-style-type: none"> ○ Class rosters will be created with approximately 15-20 students but limited to no more than 24 students per classroom cohort to strive to ensure that each cohort group is no larger than 25 people. • Arrival/Departure, Breakfast/Lunch, Recess, PE, and whole class instructional activities will take place in the classroom and/or are cohort-based. 3) Speech/Language <ul style="list-style-type: none"> • This stable group is maintained as much as possible. 4) Special Services (Special Education & Tutoring) <ul style="list-style-type: none"> • To the extent possible, students receiving supports beyond core instruction will receive these supports within their grade band cohort. • When student needs or administrative logistics require a student to be pulled from the classroom for individualized or small group support, all efforts will be made to maintain the classroom cohort. However, if a student is pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements. 5) Afterschool <ul style="list-style-type: none"> • This is a stable group of students each day with updated contact-tracing logs required.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. 	<p>Please see P.I.E., Inc. Communicable Disease Plan</p> <ul style="list-style-type: none"> • The safety committee will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Consider sharing school protocols themselves. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> Consult with your LPHA on what meets the definition of "close contact." <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<ul style="list-style-type: none"> The safety committee will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. The safety committee will update communicable disease plan with communication protocols. Every parent/guardian will be provided with access to the operational blueprint, Communicable Disease Management Plan, and a letter outlining policy for exclusion. Parents/guardians will sign the Family agreement acknowledging and accepting the school's policy.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19 but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face Other severe symptoms <input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. <input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<p>Screening Students:</p> <ul style="list-style-type: none"> Students will be visually screened by staff. Upon entry to the building, and as merited, student screening will include a mandatory temperature check (A fever will be considered as a temperature of 99.5 °F or higher). When a screening indicates that a student may be symptomatic, the student is directed to the office where the established isolation and exclusion protocol will be implemented. <p>Entry</p> <ul style="list-style-type: none"> Handwashing/Hand sanitizer protocol for building entry will be followed Students & staff will enter/exit the school through an assigned point of entry based upon their grade/classroom cohort location <ul style="list-style-type: none"> Hand Sanitizer stations will be available at all entry points. Students will wash hands upon entry to the classroom and before/after all transitions and/or movement around the building as well as before and after the consumption of food. Meals will be consumed in the classroom. Assigned staggered start/end times will be utilized to minimized congestion and interaction between cohort groups during drop off/ pick up <p>Screening Staff:</p> <ul style="list-style-type: none"> Staff are required to report when they may have been exposed to COVID-19 Staff are required to report when they have symptoms related to COVID-19. Staff members will complete daily building entry screening. <p>Ongoing:</p> <p>Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving or with a note from a medical provider.</p> <p>Staff and students will not be excluded if they exhibit a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school, per note from a medical provider.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. <input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. 	Visitors/Volunteers will be unable to work in the school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. <input checked="" type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <input checked="" type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction. <input checked="" type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. 	<ul style="list-style-type: none"> • Face Shields will be provided and are always required for all staff members. • Facial coverings will not be required for use by children and should never prohibit or prevent access to instruction or activities.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input checked="" type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 	<p>Please see P.I.E., Inc. Communicable Disease Plan</p> <ul style="list-style-type: none"> • The school principal will weekly review the plan, updates, and isolation measures taken to that point. • All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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. <p>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing. <p>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p>☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <p>☒ 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).</p> <p>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<ul style="list-style-type: none"> • While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: <ul style="list-style-type: none"> ○ Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and ○ Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs • Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: <ul style="list-style-type: none"> ○ the passage of 14 calendar days after exposure; and ○ symptoms have been resolved for 72 hours without the use of anti-fever medications.



2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines. • No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 14 days

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. ☒ Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. • For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. • The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays to be counted as present for all five days of that week. 	<ul style="list-style-type: none"> • Attendance will be taken daily on instructional days. • Attendance policies and plans will encourage staff and students to stay home if they or someone in their house is sick • Teachers and/or school secretary will notify the principal when the absence rate has increased by 20% or more. • The principal will report an increase to the district RN. • Teachers will document students with respiratory illness.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week). • The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week. • Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days). • Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). <p><input checked="" type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution for classroom use.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p> <p><input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p>	<ul style="list-style-type: none"> • Hand Washing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. • Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit,

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>recovery, and reentry procedures.</p> <ul style="list-style-type: none"> • Events: Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format. • Transitions/Hallways: Hallway traffic direction marked to show travel flow <ul style="list-style-type: none"> ◦ Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. <ul style="list-style-type: none"> ▪ Line up areas are to be marked with visual cues to indicate adequate physical distance. • Personal Property: Each classroom will have a limit on the number of personal items brought into school. A full list will be sent home prior to class starting with allowable items (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 not shared with other students. • Restrooms: Each cohort will have an assigned restroom and designated schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Install hand sanitizer dispensers 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. 	<ul style="list-style-type: none"> • Students will have staggered drop-off and pick-up times and assigned entry/exit locations by cohort and grade level. • Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing. • Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. • Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. • Share with families the need to keep drop-off/pick-up interactions as brief as possible. • Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are always in the same seat. 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Rearrange student desks and tables to ensure social distancing; assign seating so students are always in the same seat. • Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. • Hand Washing: Post age appropriate signage and provide regular reminders for hand washing. • Furniture: All upholstered furniture and soft seating has been removed from the school building. • Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongings. Students will be prohibited from bring personal belongings from home. • Personal Hydration: All water fountains will be closed for direct access other than the filling of personal water bottles. All students will be encouraged to bring their own water bottle to refill and drink from. • Seating: Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. • Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). ☒ Students must wash hands before and after using playground equipment. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use. ☒ 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 between cohorts. 	<ul style="list-style-type: none"> • Classes may use the playground for recess on a staggered scheduled throughout the school day. • All playground equipment will be disinfected daily and in between each cohort group. • Students must wash/sanitize hands before and after using playground equipment. • Classes can/will use the gymnasium for recess if/when available. <ul style="list-style-type: none"> ○ If the gymnasium is not available, students can have recess in their classroom. • Cleaning requirements must be maintained; refer to section 3j. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. • Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). 	<ul style="list-style-type: none"> • Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements must be

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Students must wash hands before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touchpoints and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. 	<p>maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.</p> <ul style="list-style-type: none"> • All meals will be eaten in the classroom until further notice. • All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. • Students will not share utensils or other items during meals. • Each table/desk will be cleaned prior to meals being consumed.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptom, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings. ☒ 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). 	<ul style="list-style-type: none"> • No P.I.E., Inc. bus transportation services will be provided at this time. <ul style="list-style-type: none"> ○ Plans for the transportation of students via the P.I.E., Inc. bus are subject to change and may be reinstated. This will only be done if service is deemed necessary and/or state guidance and regulations pertaining to transportation are eased/changed, over the course of the school year. ○ If made available, transportation services will comply with all state guidance, regulations, and recommendations present at the time, if service was to become operational. • District-provided bus transportation services from the charter school campus will not be provided/available at this time. <ul style="list-style-type: none"> ○ If made available, any/all district-provided transportation services (i.e. afterschool transportation to the Boys & Girls Club, etc.) will comply with the policies, procedures, and protocols of the sponsor district.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. 	<ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. <ul style="list-style-type: none"> ○ Follow CDC guidelines for cleaning. • Ventilation systems will be checked and maintained monthly by maintenance staff.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<ul style="list-style-type: none"> • Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter, and signage in the school setting for health promotion. • Schools 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 IHP's will be advised to address vulnerable populations. • 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. • Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☒ Establish a specific emergency response framework with key stakeholders. ☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<ul style="list-style-type: none"> • Coordinate Communication with the Local Public Health Authority. • If the region impacted is in Clackamas County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. • When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. • Identify baseline absentee rates to determine if rates have increased by 20% or more. • Temporarily dismiss students attending childcare facilities, K12 schools. • Modify, postpone, or cancel large school events as coordinated with LHD. • Work with LHD to establish timely communication with staff and families. • When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts.</p> <ul style="list-style-type: none"> Establish a specific emergency response framework with key stakeholders. If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met for On-Site instruction to resume and relevant timelines with families. 	<p>Please see P.I.E., Inc. Communicable Disease Plan</p> <ul style="list-style-type: none"> In the event of a closure, as deemed necessary/recommended by the local health authority, the school will initiate a short-term Distance Learning Model The P.I.E., Inc. Safety Committee, in coordination with the district nurse and/or local health authority, will develop clear communication on the criteria that must be met for on-site instruction to resume and relevant timelines with staff, students, and families in the event of a closure.

3c. RECOVERY AND REENTRY

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



ASSURANCES

*This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.
This section does not apply to private schools.*

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

 **4. Equity**

 **5. Instruction**

 **6. Family and Community Engagement**

 **7. Mental, Social, and Emotional Health**

 **8. Staffing and Personnel**

Assurance Compliance and Timeline

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

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