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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

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.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Blachly SD 90
Key Contact Person for this Plan	Adam Watkins – Superintendent
Phone Number of this Person	541-925-3262 Ext. 106
Email Address of this Person	awatkins@blachly.k12.or.us
Sectors and position titles of those who informed the plan	Adam Watkins – Superintendent / Curriculum Director Rilke Klingsporn - K-12 Principal / Student Service Director Shane Benscoter - Facilities Manager / Custodial Jeff Richardson - Transportation Manager Debi Werner - Food Services Coordinator Jason Asplund – Technology Manager Sue Wilson – Lane ESD Sarah Walden – TLCB President / Elementary Teacher Ariah Richardson – TLSEA President / IA Brittany Bottensek – Assistant Principal / Secondary Teacher Sadie Mooney – Elementary Teacher Anni Thiessen -Executive Secretary Jennifer Fitzpatrick - Community Member Regina Mitchel – TLEA President
Local public health office(s) or officers(s)	Lane County Public Health (541.682.4041) Patrick Luedtke, MD, MPH - Senior Public Health Officer Lisandra Guzman, MD, MPH - Deputy Public Health Officer
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Adam Watkins – Superintendent Rilke Klingsporn – Principal Brittany Bottensek – Assistant Principal
Intended Effective Dates for this Plan	
ESD Region	Lane County Education Services

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.

Blachly School District 90J plans to start the school year in a Comprehensive Distance Learning model and transition to a hybrid model with students ending on-site with alternating days and groups. Staff and leadership from BSD met for multiple work sessions (early August) to create and develop the first draft plan. On August 12, 2020 the plan was shared at a school board meeting and then shared with the parents, community through links to our district website page. Links established for community input and feedback via surveys and established and dedicated quick response email links.

BSD Blueprint Committee was created to seek out and solicit feedback, suggestions and provide problem solving solutions in a variety of areas; device delivery, connectivity concerns, instructional engagement, and offer alternative learning options for families. The BSD Blueprint Committee group was also established to assist in SEL needs, food services and specific educational supports. A community outreach forum was offered through Zoom, allowing community members additional opportunities for a Q&A session with BSD administration.

3. Select which instructional model will be used:

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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

* **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.

According to Ready Schools, Safe Learners: Community COVID-19 Metrics, Lane County does not meet local and statewide conditions for schools to return to in-person instruction through a hybrid learning model.

Blachly School District is committing to the first term (9 weeks) in CDL. We will return to a hybrid model when the metrics allow for in-person instruction. We will make the determination of continuing in CDL or hybrid model at the 7-week mark of each term for the next term. At the time of return to campus, we will not be able to fit all students on campus at the same time (with RSSL protocols), so will return in a hybrid model.

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.

Blachly School District / Triangle Lake Charter School has reviewed the Comprehensive Distance Learning Guidance and does not need any waivers at this time.

Once crucial requirement, 5B infrastructure, is a top priority for the district, but is particularly challenging to meet for our rural district. We will work with individual families to create specific plans for each student.

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.

For Blachly School District / Triangle Lake Charter School to return to in-person instruction through the Oregon Department of Education's (ODE) On-Site or Hybrid instructional models, Lane County shall meet established metrics, which consider local as well as statewide conditions.

Blachly School District is committing to the first term (9 Weeks) in a Comprehensive Distance Learning model. We will return to a hybrid model when the metrics allow for in-person instruction. We will make the determination of continuing in CDL or hybrid model at the 7-week mark of each term for the next term. At the time of return to campus, we will not be able to fit all students on campus at the same time (with RSSL protocols), so will return in a hybrid model.

TO the extent possible, returning to in-person instruction through a hybrid learning model will occur at naturally occurring transitions (i.e., 4 terms and grading periods, winter break, spring break, etc.).

Blachly School District / Triangle Lake Charter School will follow the Operational Blueprint for Hybrid Learning, once appropriate metrics are met. Included will be our Communicable Disease Plan that will be submitted and approved by Lane County Public Health Authority.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g).</p> <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <p><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <p><input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.</p> <p><input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.</p> <p><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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><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.</p> <p><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</p> <p><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</p> <p><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</p> <p><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</p>	<p>Risk Assessment is attached to the following link: Exposure Risk Assessment Blachly SD Infection Control Plan</p> <p>The Blachly School District follows the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority. Communicable Disease Plan</p> <p>The Blachly School District has updated its Communicable Disease Management Plan which is available on our district website: www.blachly.k12.or.us</p> <p>The Blachly School District also follows school board policies Communicable Disease GBEB, Infection Control JHCC, GBEB-AR and JHCC-AR</p> <p>We are working directly with Lane County Public Health and Kate Blair will be notified of any case we hear about through our community, as well, she informs us of confirmed and presumptive cases connected to our school communities.</p> <p>Adam Watkins, Superintendent will be point-person to establish, support and enforce all RSSL health and safety guidelines.</p> <p>A google form has been created that allows staff to inform or share concerns with administration anonymously by designated RSSL personnel.</p> <p>We continue to work together with Lane County Public Health and our Reopening Advisor from Lane ESD to inform our blueprints, Disease Management Plan, and procedures as guidance and new research is provided by ODE and OHA</p> <p>Principal Rilke Klingsporn updates the weekly report to ODE to report instructional model and the number of students/cohorts on campus.</p> <p>Staff have been provided individual and group trainings on established procedures established in sections 1-3 virtually and in-person by verbal and written communication.</p> <p>In the case of student or staff illness, ODE’s COVID Scenarios guide and consultation with Lane County Public Health will be used to inform communication and isolation, quarantine, and shift instructional models for individuals, cohorts, or the entire school.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒ Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<p>Staff have been directed on the screening of students as they arrive on campus at designated locations: Transportation, classroom, main gym (if self-transporting). Staff are provided multiple locations for self-screening as they report to campus. Community are directed to the main office where they are screened for symptoms. Contact tracing logs are kept in all locations: Classrooms, transportation, main office.</p> <p>Utilizing both online and on-site trainings (as allowable and feasible), all staff (classified and certified) will be trained on the components of this document as well as our policies and plans for managing the COVID pandemic.</p> <p>All staff have been provided their own contact tracing logs for their work location. These contact logs are maintained in a red binder and located in a clear file folder at the front entrance of each work location. Adults in those locations are required to track any individual that enters into their work location in their log. These logs will be available upon request at any time and will be replaced with new logs monthly. Logs then will be stored and filed in the district office for review or request from LCPH or OHA.</p> <p>All requirements have been included on contact logs. All protocols have been put in the place for LCPH to assist as needed.</p> <p>Building administrators and department supervisors will be responsible to establish, implement and enforce physical distancing requirements.</p> <ul style="list-style-type: none"> • Adam Watkins, Superintendent BSD • Rilke Klingsporn, Principal TLCS • Brittany Bottensek, Assistant Principal TLCS • Pat Rufo, Business Manager • Anni Thiessen, TLCS Main Office • Shane Benscoter, Facilities • Jeff Richardson, Maintenance and Transportation • Jason Asplund, Technology Services • Bri Simington, TLCS Attendance Office <p>Screening</p> <ul style="list-style-type: none"> • 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. • When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the district's COVID-19 plans and will follow directions provided by the Lane County Health Department. • Hand sanitizing stations will be placed by each entrance prior to student entrance to classes, or students will utilize classroom handwashing stations to wash hands. <p>Isolation: Isolation room is identified as the old main office executive secretary. Additional rooms or office space (secretary office) as needed for additional locations. All occupants in the room shall wear appropriate PPE unless health conditions prohibit such use.</p> <p>Reporting to LPHA: Logs of students and staff sent home with possible COVID-19 symptoms shall be sent to the Lane County Health Department daily.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Contract Tracing 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. Logs will be delivered to the front office at each at the end of the school day. Once received at the front office, logs shall be scanned and stored in a daily log folder kept on the Google Drive. These logs will be maintained in the online storage system for a minimum of 4 weeks. This drive shall be shared with the Lane County Health Department and may be used as needed for contract tracing purposes.</p> <p>Staff identified to maintain contact tracing logs are as follows:</p> <ul style="list-style-type: none"> • Attendance TLCS – Bri Simington • Main Office – Anni Thiessen • Main Office – Linda Richardson <p>Logs shall include:</p> <ul style="list-style-type: none"> • Child’s name • Drop off/pick up time • Parent/guardian name and emergency contact information shall be maintained and accessed via eSchool SIS. Lane County Health Department shall be granted view only access to student demographic information for contact tracing purposes. • All staff/adults who come into contact with each child. <ul style="list-style-type: none"> ○ All staff, including itinerant staff, substitutes, guest teachers, and essential visitors, will be required to sign in upon arrival to Triangle Lake Charter School and district office areas. Sign-in logs shall include: email address, date, first and last name, arrival and departure times, building/office, location of activities, and an attestation regarding COVID-19 exposure. This information will be collected and stored in a Google form for contact tracing purposes. <p>Disinfection: Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff. Playground equipment shall be sanitized after each cohort. Lane County Health Department recommendations for cleaning and sanitizing will be followed and the plan will be revised accordingly as needed.</p> <p>Outbreak Plan: In the event of an outbreak, Blachly School District will work directly with the Lane County Health Department to implement the outbreak plan.</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 (<i>including outside</i>), 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. 	<p>*All staff and students are given the opportunity to identify themselves as at-risk or living with a family member who is at-risk.</p> <p>Staff</p> <ul style="list-style-type: none"> • 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 tasks without in-person contact, if appropriate and reasonable. • Classified staff members may be assigned to support on-line instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</p> <p>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> <p>☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ 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. 	<ul style="list-style-type: none"> • Certified staff members may be assigned to online primary instruction as lead teacher or supporting teacher per grade band. <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable by a physician, or parent/guardian, will have access to TLCS’s online education program. • Students who experience disabilities will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development instruction. • Students who require nursing services will be contacted by the district office to determine return to school status and any other health care considerations in coordination with Land ESD. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction unless they are deemed as essential personnel. All visitors/volunteers must be approved by the building administrator. <p>Medical grade PPE is available for interaction with students demonstrating symptoms.</p>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> • All classrooms and common areas in the district have been measured to determine the maximum capacity. Each room at the building has been measured and a capacity limit (based on 35 square feet per person limit) established and posted. Limited in person schedules utilize rooms that easily fit a cohort of 20 will be used. • Student population is determined by level and grade. • Each Level (Elem., MS, HS) will determine cohorts based on the maximum capacities of classrooms and common areas and grade level requirements for instruction. • Activities such as PE, music, and library will be planned to support physical distancing requirements. • Movement of students from one area (or class) to another will be accomplished by utilizing one-way directions in the hallways in order to support physical distancing requirements. • Lunch and recess times will be staggered so that only stable cohorts of students are together. • Students will be instructed on how to maintain physical distancing. Additional instruction will be provided to students on proper hand washing and hygiene. Students will also be instructed on the proper way to wear a facial covering. In all circumstances, students shall receive grace when making mistakes regarding distancing requirements. Staff will be trained in redirecting and retraining students when needed.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. 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. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>The district will provide contact tracing logs to each building.</p> <p>Disinfection and sanitization of equipment, rooms, restrooms and frequently used touch points will occur in between each cohort of students. Each building will have electrostatic sprayers and users will be trained on how to effectively use them. Staff will be provided appropriate cleaning supplies so that surfaces and materials can be wiped down in between multiple student uses.</p> <p>Staff who come into contact with multiple cohorts of students are required to wear a facial covering and must wash/sanitize their hands between interactions. The district will provide facial coverings and hand sanitizer.</p> <p>Transportation Cohort</p> <ul style="list-style-type: none"> • This is a stable group of students each day.

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. <input checked="" type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. <input checked="" type="checkbox"/> Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. 	<ul style="list-style-type: none"> • Stable groups can be varied by AM/PM routes. • Updated contact-tracing logs are required for each run of a route. • Students cannot be part of more than two cohorts (limited to 20 people, including transportation) in any given week. Transportation cohorts are also limited to 20. <p>In-building Cohorts</p> <ul style="list-style-type: none"> • Each building is responsible for determining stable cohorts of students based on room/common area capacities. • Building schedules will be implemented to support physical distancing requirements. • Contact tracing logs are to be maintained and updated for each cohort. • Cohorts have been reduced to minimize number of staff and staff that have interact with multiple cohorts have had their schedules altered to reduce the number of cohort interactions.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input checked="" type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>Blachly SD will utilize LCPH screener training, as well as conduct training for all staff on health and safety protocols outlined in RSSL guidance and this blueprint specifically.</p> <p>Speech and Language Cohorts</p> <ul style="list-style-type: none"> • This stable group is maintained as much as possible. • Contact tracing logs are to be maintained and updated when necessary. <p>Special Education Cohorts</p> <ul style="list-style-type: none"> • This stable group (where appropriate) is maintained as much as possible. • Contact tracing logs are to be maintained and updated when necessary. <p>Signage</p> <ul style="list-style-type: none"> • “COVID-19 Hazard Poster” and “Masks Required” are posted throughout the district buildings. <p>Communication Protocol</p> <ul style="list-style-type: none"> • Protocols are in place for communication with students, families and staff if someone is in close contact with a person who has been exposed or contracted COVID-19. • OSHA will use the model notification documents for communication to all essential individuals. <p>EL Services Cohorts</p> <ul style="list-style-type: none"> • This stable group (where appropriate) is maintained as much as possible. • Contact tracing logs are to be maintained and updated when necessary.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Training</p> <ul style="list-style-type: none"> • Staff will be trained on an ongoing basis for required elements of RSSL and protocols specific to TLCS / Blachly SD. • RSSL leadership team meet weekly to review any updates and changes needed for additional training and protocols. <p>Counseling Cohorts</p> <ul style="list-style-type: none"> • Individual counseling of students is preferred and is encouraged, however, students who must participate in group counseling are considered a cohort which will be maintained as much as possible. • Contact tracing logs are to be maintained and updated when necessary.

1f. ENTRY AND SCREENING

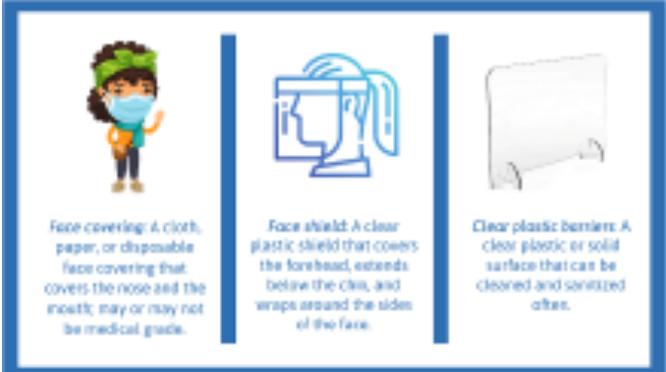
OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <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 (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p><input checked="" type="checkbox"/> Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <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. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p><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. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> 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. See the COVID-19 Exclusion Summary Guide.</p>	<p>Blachly 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 required at school and bus entry.</p> <p>Parent and Staff Education</p> <ul style="list-style-type: none"> • 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. <p>Student Arrival and Entry</p> <ul style="list-style-type: none"> • Individual buildings will assign students a designated entry point to the school building. • Students will go directly to their first cohort through their assigned entry door. • 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. <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> • Staff will be assigned to each entry point to visually screen students for symptoms. • 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. • There are transportation specific screening protocols that must be followed. See section 2i for more information. <p>Logging for Contact Tracing</p> <ul style="list-style-type: none"> • Please see section 1a. <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff are required to report to their building administrator • /department supervisor and the District Nurse when they may have been exposed to COVID-19.

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	<ul style="list-style-type: none"> Staff are required to report building administrator /department supervisor and the District Nurse 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 Blachly School District schools and office areas. Sign-in logs shall include: email address, date, first and last name, arrival and departure times, building/office, location of activities, 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
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <input checked="" type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide . <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.	<ul style="list-style-type: none"> Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction 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
<input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. <input checked="" type="checkbox"/> 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 or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input checked="" type="checkbox"/> 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:	 <p>Facial Shields Facial shields or clear plastic barriers are required and will be provided for:</p> <ul style="list-style-type: none"> Speech Language Pathologists and Speech Language Pathology Assistants <p>Facial Coverings <i>Facial coverings are not synonymous with facemasks.</i> Facial coverings are required and will be provided for:</p> <ul style="list-style-type: none"> All Staff

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <p>☒ 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.</p> <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <p>☒ 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:</p> <ul style="list-style-type: none"> • 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. <p>☒ 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.</p> <p>☒ 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.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. • For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 	<p>Facial coverings are required for all essential visitors/volunteers. Anyone entering without a facial covering will be provided one.</p> <p>Facial coverings are required for all students in grades Kindergarten and up.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Face Masks</p> <p>Face masks are required and will be provided for:</p> <ul style="list-style-type: none"> • District and school nurses and other personnel while providing direct care and/or monitoring staff/students displaying symptoms. • Bus Drivers • Front office staff • Students • Community • Vendors

OHA/ODE Requirements	Hybrid/Onsite Plan
<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ● 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. <p>☒ 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.</p> <p>☒ 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.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <p>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff for providing care to students with complex needs. 	<p>Isolation</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ TLCS – Old Main Office / offices ○ Attendance Secretary Office ● Rooms 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in “Planning for COVID-19 Scenarios in Schools.” ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review. ☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. 	<ul style="list-style-type: none"> • Symptomatic students will remain at school until a designated adult can pick them up. • Nursing 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: <ul style="list-style-type: none"> ○ Name of student ○ Reported Symptoms/reason for health room visit ○ Action taken <p>Symptomatic Student/Staff Care and Re-Entry</p> <ul style="list-style-type: none"> • Name and contact information for staff and students exhibiting symptoms shall be sent to the Lane County Health Department daily. • Staff and students exhibiting symptoms will be provided with instructions in the native language on how to access the Lane County Health Department. They will be encouraged to contact the health department or their primary care physician for testing services. • Students and/or staff testing positive for COVID-19 will remain home for at least 10 days and will follow guidance contained in this section ODE/OHA requirements prior to re-entry. <p>Remote Learning for students required to quarantine</p> <ul style="list-style-type: none"> • Students will be moved into CDL and supported by in-person instruction and CDL staff, until student(s) can return to campus.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <p><input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p> <p><input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</p> <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</p>	<ul style="list-style-type: none"> • No student will be dropped for non-attendance if they meet the following conditions: Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 or have COVID-19 symptoms for the past 14 days. • K-6 Students and families will be given the option to enroll in on-site learning or fully online distance learning. <ul style="list-style-type: none"> ○ Normal reporting policies and procedures will apply for K-6 students. • 7-12 students will be given the option to enroll in hybrid learning or fully online distance learning. • 7-12 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.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family</p>	<p>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:</p> <ul style="list-style-type: none"> • Participation in live Laker 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. <p>For students in full online learning, two-way communication on two of the four days of online learning may include:</p> <ul style="list-style-type: none"> • Participation in live Laker 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	The district's attendance supervisor will work with building administrators to review individual and school-wide attendance data weekly.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<ul style="list-style-type: none"> School devices will be cleaned and sanitized between each use. Students who need access to a device at home will have the option to take the device home with them. 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. <p>During check-out and check-in procedures, social distancing and safety measures will be utilized.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	<ul style="list-style-type: none"> 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 and recess equipment, science lab supplies, etc. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Transitions/Hallways: <ul style="list-style-type: none"> Hallways in buildings will include one-way traffic markings to reduce potential contact between cohorts. 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). Individual classrooms will assign cohorts to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day. Personal Property: <ul style="list-style-type: none"> 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. Personal property must be labeled with a student name and will only be used by the student.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ○ 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. ● Classrooms <ul style="list-style-type: none"> ○ Visual markers will be used around doorways and inside classrooms to support physical distancing. ● Restrooms <ul style="list-style-type: none"> ○ During Limited in person instruction, all bathrooms will be cleaned/disinfected by custodial staff after each cohort bathroom schedule in a 15-minute interval session(s). Students will be able to use the bathroom as needed; maintaining proper distancing and handwashing (signage). Custodial staff will mark date/time after each cleaning on a clipboard outside the bathroom entrance and identify sanitation with signage on door. ○ Restrooms will be assigned based on cohorts. Visual reminders will be used in all restrooms to encourage hygienic practices including: <ul style="list-style-type: none"> ● Handwashing techniques ● Covering coughs/sneezes ● Social distancing ● Facial coverings ● COVID-19 symptoms

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). ☒ 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. <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. ☒ 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. 	<p>Arrival and Dismissal</p> <p>Entry:</p> <ul style="list-style-type: none"> ● During Limited In-Person Instruction, students will enter their meeting location from the courtyard / outside module access door. 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 leaving after leaving the bus and will remain on campus no more than two consecutive hours. ● Each level and class will assign each student 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. ● Hand sanitizer dispensers will be available at each entry door and other high traffic areas. <p>Exit:</p> <ul style="list-style-type: none"> ● 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. <p>Sign-in/Sign-out Procedures</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the main entrance.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • 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. • Office areas must use floor markings for visitors in order to maintain physical distancing.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating:</p> <ul style="list-style-type: none"> • All classrooms and common use areas will have signs posted designating maximum capacity. • 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. <p>Materials:</p> <ul style="list-style-type: none"> • 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. <p>Handwashing:</p> <ul style="list-style-type: none"> • Each classroom shall be equipped with either hand sanitizer or a sink with soap and water, paper towels and tissues. <ul style="list-style-type: none"> • Signage shall be posted in classrooms and all common areas reminding students, staff and visitors of the importance of respiratory etiquette and hand hygiene.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • School playgrounds will be closed to the community during the school day. • Playground equipment shall be disinfected using an electrostatic sprayer first thing each morning and after use by any cohort. Only trained personnel are authorized to use the sprayers. • Recess/PE activities will be designed to support cohorts and physical distancing. Each classroom has been provided with their own playground equipment and will be sanitized on a

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 <i>Ready Schools, Safe Learners</i> 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. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<p>daily basis. Grades will not combine or mix their playground equipment and will rotate location for Recess to minimize exposure and contact with other cohorts.</p> <ul style="list-style-type: none"> • Recess aides will keep a contact log of all individuals that come into contact with a that cohort that is on recess and is not part of the existing cohort. • Playground equipment will be sanitized between cohort uses with appropriate CDC approved sanitation chemicals. • Students and staff will wash their hands or use hand sanitizer before returning to the building.

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. ☒ 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 <i>Ready Schools, Safe Learners</i> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> 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 drinking and minimize time in spaces where face coverings are not consistently worn. 	<ul style="list-style-type: none"> • During Limited In-Person instruction, meals will be provided/available to all students through CDL logistics, those who are onsite will be able to access breakfast or lunch, as appropriate, remaining with their assigned cohort only. • 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 for grades K-6. Students in grades 7-12 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. • Food for each cohort will be delivered to their classrooms for grades K-6. For grades 7-12 picking up food in the cafeteria, lunch times must be staggered to allow for physical distancing. Hallway travel requirements must be followed while in transit. If cohorts do not travel to the cafeteria, staff will deliver meals to the classroom. • Students will not share utensils or any other items during meals. All lunch materials will be disposable and not renewed or returned to the cafeteria. • Staff should eat their meals independently and not in shared staff rooms when possible. Break and meal times should be staggered.

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). ☒ 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ 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, only 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 for all students, applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	

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. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and 	<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.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input checked="" type="checkbox"/> Schools with HVAC systems 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.) <input checked="" type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. <input checked="" type="checkbox"/> All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. <input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<ul style="list-style-type: none"> • Playground equipment and 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. • Door handles, desks and tables will be cleaned after each cohort group. • Ventilation systems will be checked and maintained monthly by maintenance staff. • All facilities will be cleaned and disinfected at least daily to prevent the transmission of the virus from surfaces. <p>Maintenance has a regular cleaning schedule and will use signage to indicate that an area has been sanitized and is ready for use by a new cohort.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health 	<ul style="list-style-type: none"> • Classroom teachers and staff 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. • 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<ul style="list-style-type: none"> • 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). <p>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.</p> <p>Please see the Blachly School District Communicable Disease Plan which included the Pandemic Annex and COVID-19 Annex. Communicable Disease Plan</p>

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <p><input checked="" type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input checked="" type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. 	<p>Not applicable to Blachly School District</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input checked="" type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> Complete a quarantine at home for 14 days* prior to traveling to the school, OR Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <input checked="" type="checkbox"/> Student transportation off-campus is limited to medical care.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> 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.	<p>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:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Staff will be trained on safety drills prior to students arriving on the first day of face-to-face engagement.</p> <p>Students will be instructed to wash their hands with soap and water for 20 seconds, or used a 60%-95% alcohol-based hand sanitizer after the drill is complete.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-	Staff will be instructed to use trauma-informed and restorative practices.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>building/training related to the student’s demonstrated lagging skills.</p> <ul style="list-style-type: none"> ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● 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). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... 	<p>Proactive/preventative steps will be taken to reduce antecedent events and triggers within the school environment.</p> <p>Proactive planning will be utilized for known behavioral escalations (e.g., self-harm, spiting, scratching, biting, eloping, failure to maintain physical distance). Adjustments will be made, where possible to minimize student and staff dysregulation.</p> <p>A proactive plan will be developed for daily routines designed to build self-regulation skills. Staff who support students who may become dysregulated, escalated, and/or exhibit self-regulatory challenges will be trained to support deescalate on, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p>Public health and safety requirements will be considered as plans for behavior mitigation strategies are developed. Spaces that are unexpectedly used to de-escalate behaviors will be appropriately cleaned and sanitized after use and behavior the introduction of other stable cohorts in the same space.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>How can I help?") to attempt to re-regulate the student without physical intervention.</p> <ul style="list-style-type: none"> • 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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" type="checkbox"/> 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.</p>	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> 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 <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.</p>	<p>Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<ul style="list-style-type: none"> • We engage in weekly calls with Lane County Public Health and Lane ESD and have regular contact on an as needed basis. • If the region impacted is in Lane County Health Authority will provide school-centered communication and will potentially host conference calls. • When cases are identified in the local region a response team and district administrator will convene, plan, and respond. The COVID-19 scenarios guidance serves as a guide, with input from Lane ESD and LCPH as needed. <p>Link to COVID-19 Disease Plan: Communicable Disease Plan A district response team will review identified cases and follow an established emergency response framework</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</p> <p><input checked="" type="checkbox"/> Continue to provide meals for students.</p>	<p>Link to COVID-19 Disease Plan: Communicable Disease Plan</p> <ul style="list-style-type: none"> • 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 LCPH with all confirmed COVID-19 cases. • Temporarily dismiss students attending in-person learning when required by LCPH 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> • 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 LCPH 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 <i>Include how/why the school is currently unable to meet them</i>
Not applicable – all requirements met.	Not applicable – all requirements met.