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## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated: 4/7/21

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

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

Information Needed	Your Response
Name of School, District or Program	Aloha High School
Key Contact Person for this Plan	Dennis Joule & Matt Casteel
Phone Number of this Person	503.356.2760
Email Address of this person	<a href="mailto:dennis.joule@beaverton.k12.or.us">dennis.joule@beaverton.k12.or.us</a> & <a href="mailto:matthew.casteel@beaverton.k12.or.us">matthew.casteel@beaverton.k12.or.us</a>
Sectors and Position Titles of Those Who Informed the Plan	Dennis Joule: Assistant Principal Matt Casteel: Principal
Local Public Health Office(s) or Officer(s)	
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Dennis Joule & Matt Casteel
Intended Effective Date for This Plan	April 19, 20201
Educational Service District Region	Northwest Regional

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

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

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

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

engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

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

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

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

## **REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT**

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

1. Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.  
Type your response here (take as much space as you need):
2. In completing this portion of the Blueprint you are attesting that you have reviewed the [Comprehensive Distance Learning Guidance](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.  
Type your response here (take as much space as you need):
3. Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.  
Type your response here (take as much space as you need):

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

## **ESSENTIAL REQUIREMENTS FOR HYBRID OR ON-SITE OPERATIONAL BLUEPRINT**

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

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

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

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

### Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, the county is not in the On-Site (Green) or On-Site and Hybrid (Yellow) column (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. [See guidance from the Oregon Health Authority](#).
- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the *advisory metrics* (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. *For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model.* The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- If your school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the *advisory metrics* (Section 0b), work with families to serve all students, even those in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

### Plan Details for 0a.

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

## **Public Health Protocols (Section 1 of the RSSL Guidance)**

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

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).

- Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
  - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the ***Ready Schools, Safe Learners*** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
  - Dennis Joule
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
  - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
  - Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information

- All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
  - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
  - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status system](#).
  - Dennis Joule
- Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).

#### Plan Details for 1a.

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

#### Requirements for 1b. HIGH-RISK POPULATIONS

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

#### Medically Fragile, Complex and Nursing-Dependent Student Requirements

- All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
  - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
  - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
  - Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The

school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:

- o Communicate with parents and health care providers to determine return to school status and current needs of the student.
- o 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.
- o Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- o 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](#).
- o Service provision should consider health and safety as well as legal standards.
- o Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
- o Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- o High-risk individuals may meet criteria for exclusion during a local health crisis.
- o Refer to updated state and national guidance and resources such as:
  - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  - ODE guidance updates for Special Education. Example from March 11, 2020.
  - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
  - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

#### Plan Details for 1b.

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

#### Requirements for 1c. PHYSICAL DISTANCING

- 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.
  - o 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.

#### Plan Details for 1c.

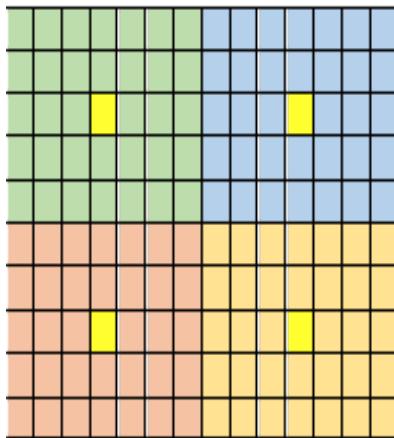
Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

## Hybrid Classroom Design

### Overview of the Math

#### 1 Student per 35 sq. ft.

The model below represents 1 student per 35 sq. ft. in the classroom. Each square represents 1 ft. x 1 ft. The yellow represents where the student desk could sit. Student #1 space is in green. Student #2 space is in blue. Student #3 space is in red. Student #4 space is in gold.



### Aloha High School Classroom Example: Room K4: 810 sq. ft. (30' wide x 27' length) total floor space.

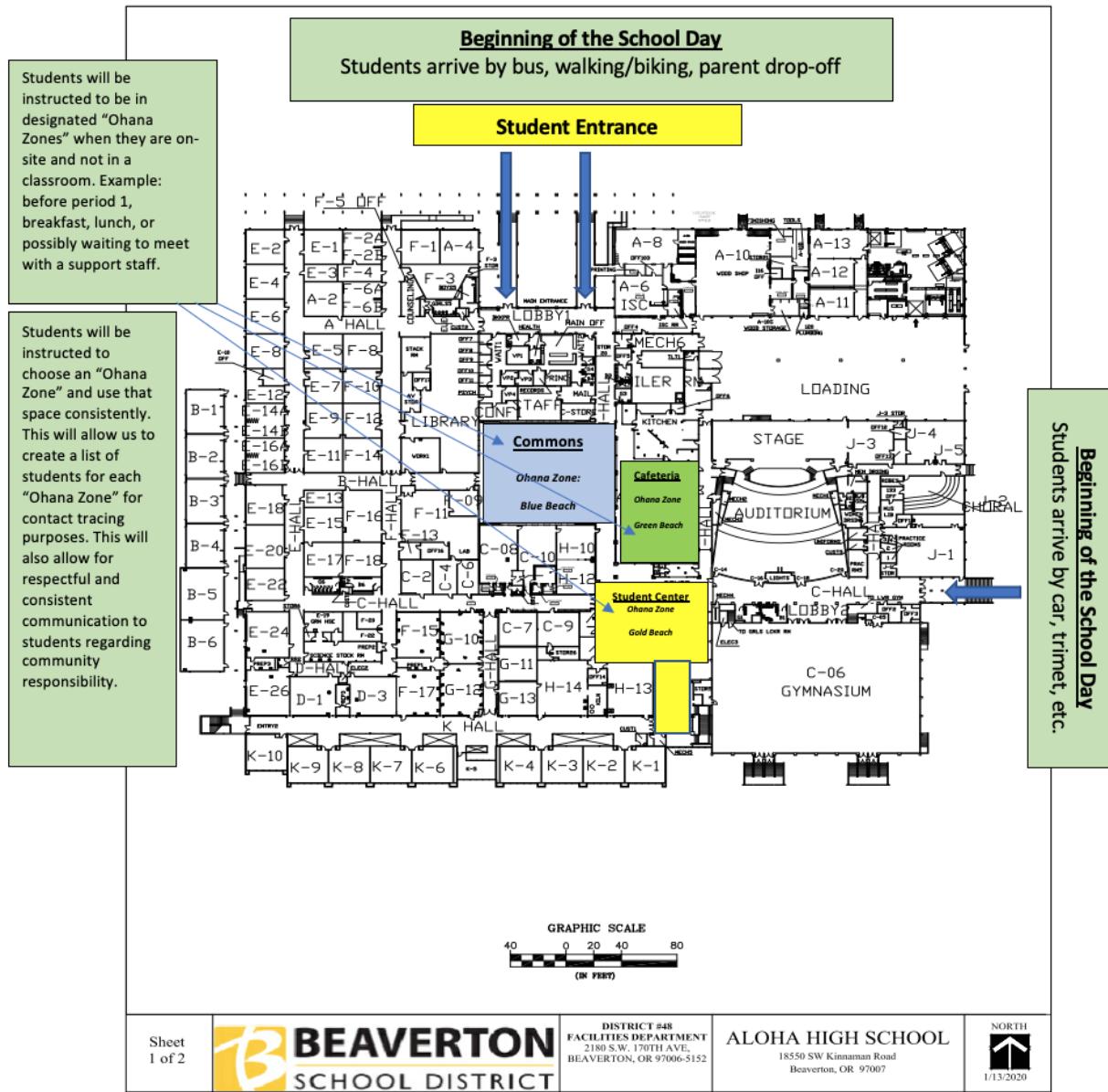
#### The Dimensions

- Room K4 is 810 sq. ft.
- Minus the 6' x 30' = 180 sq. ft. of teaching space in the front of the room. Therefore, 810 sq. ft. - 180 sq. ft. = 630 sq. ft of student learning space.
- Use the parameter of 1 student per 35 sq. ft.
- We get 630 sq. ft. / 35 sq. ft. = 18 students.

#### Key:

- Each square represents 1' x 1'.
- The yellow square represents the space where the student will sit.
- The blue and green squares represent a 7' x 5' = 35 sq. ft. space for the student desk and learning space.
- The gray square represents the entrance/exit into the classroom.
- The red square represents the location of the teacher's desk.
- The purple squares represent the teaching space. This space allows the teacher an area to move while providing instruction and keeps them 6 feet from the students in the front row.
- The orange squares represent the student walking path to enter and exit the classroom. The model below allows students a 2' wide path to enter and exit.

(See model on next page)



#### Requirements for 1d. COHORTING

- Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
  - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.

- During the school day, students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, 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 *Ready Schools, Safe Learners* guidance).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

#### Plan Details for 1d.

- Aloha High School followed district guidelines to establish two attendance groups for in-person hybrid learning model.
  - Attendance Group A attends school on Monday and Thursday.
  - Attendance Group B attends school on Tuesday and Friday.
- Class Roster Sizes have been adjusted to maintain 1 person/35 sq. ft. and allows for safe teaching space for teachers to move around the room while maintaining 6 feet of distance from students. (more details and images below)
- Students will be assigned to either the Student Commons, Student Center, or the Cafeteria as a space to eat breakfast, wait for class to start, and eat lunch. This process will require a student log in order to allow for contact tracing. (more details and images below)
- Attendance will be taken during all class periods in order to account for students and to allow for contact tracing.

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<sup>4</sup> The cohort limit is focused on the individual student's experience and their limit of 100 people includes every person they come into contact with in a cohort setting during the day, including staff. While the concept of cohorts and contact tracing still apply, the 100 person limit does not include contacts and cohorts outside the school day, such as transportation or after school program cohorts. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

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

- All staff will be entering their attendance into a Google Sign-In to document their presence on-site and to designate their primary workspace. This process will allow for contact tracing.

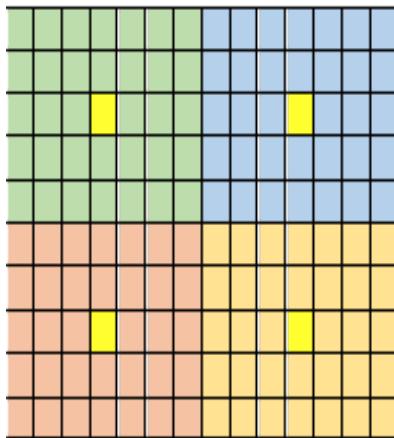
Classroom Design Specifications: See image below

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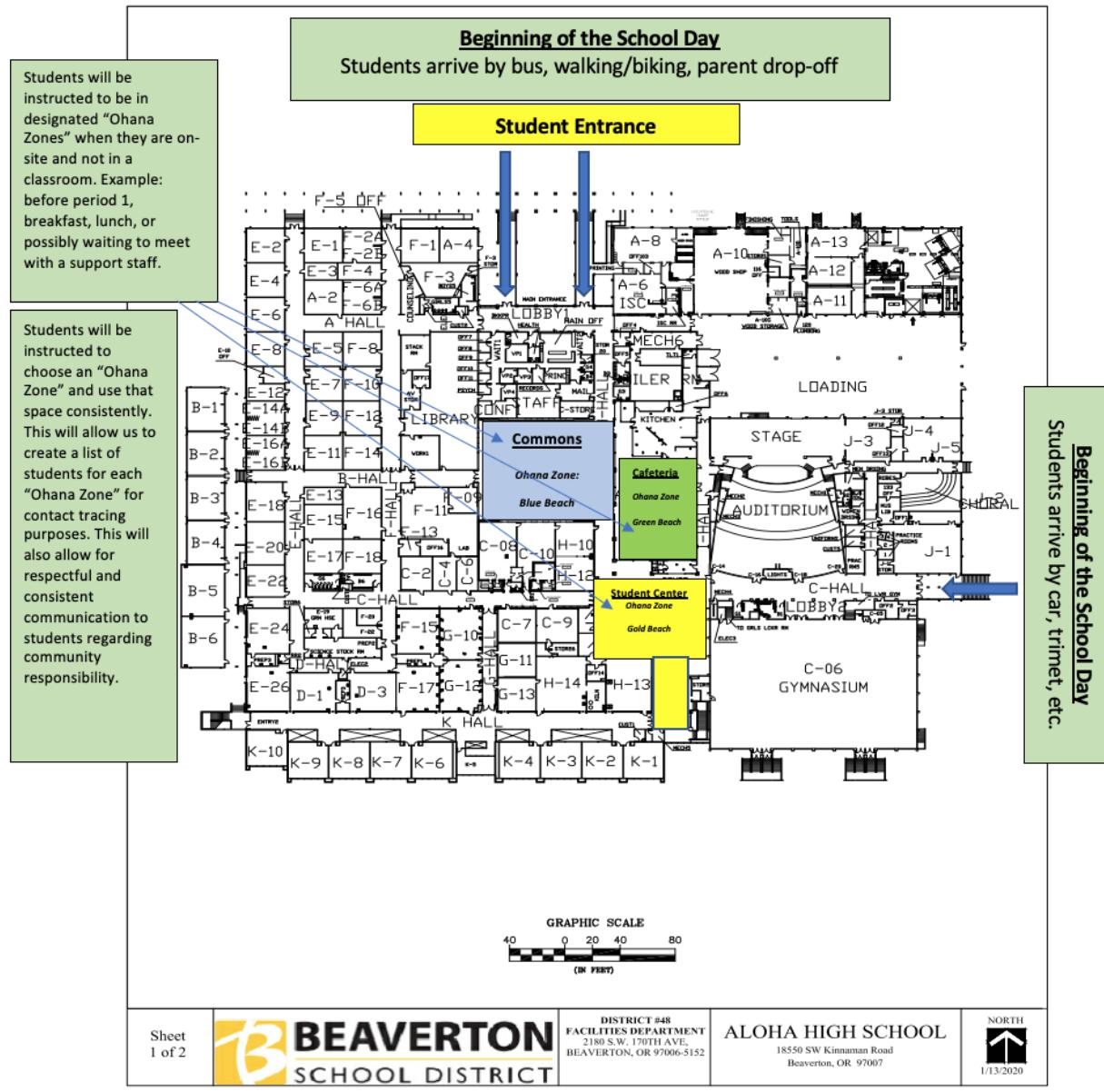
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#### Key:

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(See model on next page)

Student Common Space Plan: See image below



#### Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

- Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional

learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) of the **Ready Schools, Safe Learners** guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.

- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

#### Plan Details for 1e.

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

#### Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
  - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
  - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
  - Emergency signs that require immediate medical attention:
    - Trouble breathing
    - Persistent pain or pressure in the chest
    - New confusion or inability to awaken
    - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
    - Other severe symptoms
- 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.

- Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
- [Additional guidance](#) for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools” and the \*\*COVID-19 Exclusion Summary Guide\*\*.](#)
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).
- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

#### Plan Details for 1f.

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

#### Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
  - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
  - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the **Ready Schools, Safe Learners** guidance.

#### Plan Details for 1g.

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

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

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices 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.

- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space well away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute or less "sensory break;"
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - [Additional guidance](#) for nurses and health staff.

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

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - Offering different types of face coverings and face shields that may meet the needs of the student.
  - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
  - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
  - Additional instructional supports to effectively wear a face covering.
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
  - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.

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

#### Plan Details for 1h.

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

#### Requirements for 1i. ISOLATION AND QUARANTINE

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
  - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that 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.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual shall wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "[Planning for COVID-19 Scenarios in Schools.](#)"
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

#### Plan Details for 1i.

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

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

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

## Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
  - The ADM enrollment date for a student is the first day of the student's actual attendance.
  - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
  - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
  - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

### Plan Details for 2a.

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

## Requirements for 2b. ATTENDANCE

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

- Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

### Plan Details for 2b.

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

## Requirements for 2c. TECHNOLOGY

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

### Plan Details for 2c.

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

## Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.

- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- **Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

Plan Details for 2d.

### **Custodial Operations and Building Opening Procedures**

- Custodians will open the building at 6:00am. During this time, custodians will be preparing the building for a day of school.
- General staff keycards have access starting at 6:30am. The building is open to staff 6:30am to 4:30pm.
- Staff can contact an administrator if they have a request to enter the building before 6:30am or after 4:30pm.
- Staff can call the **Custodian Cell Phone #503-277-8353** if they need access to the building after 4:30pm.

### **Cleaning and Sanitation Procedures**

- Custodian Team will perform COVID-19 specific cleaning protocols during and at the end of each school day.
- Every classroom will be supplied with cleaning supplies.
- Students will wipe down their learning space at the beginning and/or the end of each class period.
- There will be hand sanitizer available in classrooms and throughout the building.
- Clorox wipes will be available in classrooms and other commonly used spaces to allow for tables and other items to be wiped down after use.

### **Restrooms/Water Filling Stations**

- Students will be allowed to use restrooms. There will be a posted sign at the door of each restroom to provide guidance about occupancy and cleaning.
- There will be water-bottle filling stations around the building for student and staff use. The regular water fountains will be closed to use. Please review map below for all restroom and water-filling stations.

### **Hall Passes/Restroom Passes**

- Students will be allowed to leave class to take care of basic needs or to access support.

- Teachers will use discretion to limit the number of students who leave at one time.
- Teachers will keep record of the students who leave to use the restroom.
- Teachers will fill use the “Green Hall Passes” for all purposes:
  - Restroom use
  - Going to the Main Office
  - Going to Counseling Office
  - Going to talk with a Support Staff
  - Etc.
- We will NOT be using a shared hall pass for any purpose during the hybrid model.

**Signs:**

- Signs at all restroom entrances. “X amount of students allowed in the restroom at one time.”
- “Please wash your hands” (COVID Protocol)

**Classroom Operations and Protocols**

- Staff will be in their classrooms starting at 8:15am.
- Communicate desks that are designated for student-use. Dot stickers “Please Sit Here”
- There will be a sanitation station in each classroom with supplies:
  - Hand sanitizer
  - Clorox wipes and/or district cleaning solution with paper towels for wiping down desks and other items.
  - Additional masks will be available if a student or staff has a need for one.
- Students will be issued a “Green Hall Pass” (supplied by main office) when they need to leave the class for any reason. Examples are:
  - Restroom Breaks (One student at a time)
  - Access support in the main office/counseling office
  - Meet with support staff
  - Meet parent/guardian in the main office
- We will not be using a shared hall pass in any classroom or program.
- Teachers can purchase air purifiers and plastic shields for their classrooms if they desire.. See guidance below

**Personal Air Cleaners in Classrooms**

The District [evaluated](#) the HVAC systems in each building and will make changes to reduce the spread of COVID-19. These changes to the HVAC systems, combined with distancing protocols,

wearing a face covering, and personal hand hygiene, are designed to maximize the factors that reduce the spread of COVID-19.

Personal units in classrooms would add little additional benefit to the other measures identified for classroom spaces. However, there have been requests to use personal air cleaners in spaces. Staff who decide to bring a non-District supplied air cleaner into a district facility/school must follow these conditions:

- The air cleaners should be HEPA filtered.
- Ionization or ozone generating units and UV-light purifiers are NOT allowed.
- The unit must be UL Listed.
- The unit must be plugged directly into a wall outlet (no extension cords or power strips.)
- The unit must be in good operating condition.
- The unit may only be operated during business hours and not at night.
- The units must move air slowly and not create noticeable air movement such as a fan creates.
- The unit must be maintained by the staff member who owns the unit (to include filter changes). The District does not maintain personal property and is not responsible for any damage.
- The unit must be labeled as personal property and removed during extended breaks.
- If a unit presents a safety related issue, it must be removed from the building.

### **Personal Plexiglass for Teacher Desks**

Ready School, Safe Learners says plexiglass barriers are not practical for classroom use. Areas that could benefit from the addition of plexiglass barriers have been provided by the District.

There continue to be requests for the use of personal funds to buy plexiglass barriers for teacher desks. Staff who purchase and bring a non-District supplied plexiglass barrier into a school for a teacher desk must follow these conditions:

- Barriers must have no sharp edges, corners, or other potential cut or weapon hazards.
- Barriers must be stable and not be a tip over hazard.
- Barriers cannot be attached to District furniture using screws, nails, or other mechanical fasteners (double sided tape is allowed but residue must be cleaned by owner when removed).
- Barriers are considered personal property and all policies regarding personal property apply, including their removal during extended breaks.
- Staff are responsible to clean and maintain personal barriers.
- Barriers shall be limited to no larger than 3' high, no longer than the surface it is resting on, and must be sufficiently supported as to not easily tip over.
- If a barrier presents a safety related issue, it must be removed from the building.

### **Hands-On Activities: Sharing Resources (microscopes, pottery wheels, etc.)**

- Minimize the transfer of a resource between students during a class period.
- Sanitize all resources that have been used by students in between each class period or in between each use.
- Example: Frisbee vs. Microscope. You would not sanitize the frisbee in between each throw, but you would sanitize the Frisbee in between each class period. The microscope would be sanitized in between each use and between each class period.

### **Outdoor Options for Student and Staff**

- Picnic tables will be placed on the blacktop between the building and the portable classrooms for student and staff use. Students must be supervised while using this space.
- The benches near the main entrance can be used by staff and students as needed. Students must be supervised while using this space.

### Requirements for 2e. ARRIVAL AND DISMISSAL

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
  - Eliminate shared pen and paper sign-in/sign-out sheets.
  - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

Plan Details for 2e.

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

### **Student Bell Schedule**

<b>Monday &amp; Thursday Group 1 On-Site</b>	<b>Tuesday &amp; Friday Group 2 On-Site</b>	<b>Wednesday All Remote Learning</b>	
<b>Breakfast 7:45 - 8:15am</b>	<b>Breakfast 7:45 - 8:15am</b>		
<b>Homeroom 8:30 - 8:55am</b>	<b>Homeroom 8:30 - 8:55am</b>	<b>Attendance Check-In to Homeroom</b>	
<b>1st Period 9:05 - 10:10am</b>	<b>1st Period 9:05 - 10:10am</b>	<b>Teacher Office Hours</b>	
<b>2<sup>nd</sup> Period 10:20 - 11:25am</b>	<b>2<sup>nd</sup> Period 10:20 - 11:25am</b>		
<b>First Lunch 11:25 - 11:55am</b>	<b>3<sup>rd</sup> Period 11:35am - 12:40pm</b>	<b>First Lunch 11:25 - 11:55am</b>	<b>3<sup>rd</sup> Period 11:35am - 12:40pm</b>
<b>3<sup>rd</sup> Period 12:05 - 1:10pm</b>	<b>Second Lunch 12:40 - 1:10pm</b>	<b>3<sup>rd</sup> Period 12:05 - 1:10pm</b>	<b>Second Lunch 12:40 - 1:10pm</b>
<b>4<sup>th</sup> Period 1:20 - 2:25pm</b>	<b>4<sup>th</sup> Period 1:20 - 2:25pm</b>		

### **Custodial Operations and Building Opening Procedures**

- Custodians will open the building at 6:00am. During this time, custodians will be preparing the building for a day of school.
- General staff keycards have access starting at 6:30am. The building is open to staff 6:30am to 4:30pm.

- Staff can contact an administrator if they have a request to enter the building before 6:30am or after 4:30pm.
- Staff can call the **Custodian Cell Phone #503-277-8353** if they need access to the building after 4:30pm.

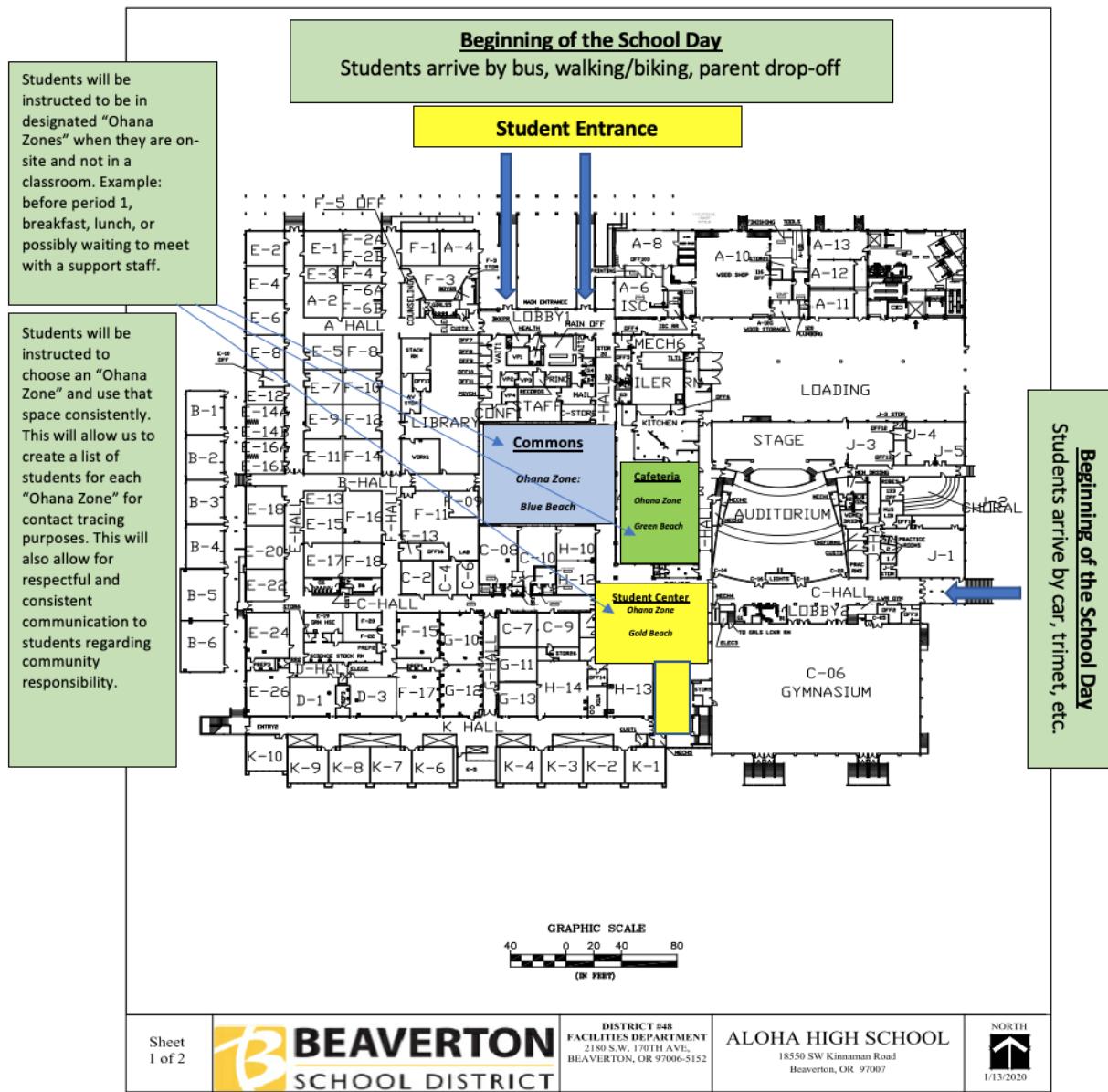
### **Beginning of the School Day (Arriving and Entering the Building)**

#### **Students:**

- Students will have 2 options to enter the building at the beginning of the school day.
  - The Athletic/Performing Arts Entrance (East side of building)
    - Students who drive and park in the student parking lot will be encouraged to use this entrance.
    - Students who use Tri-Met will be encouraged to use this entrance.
    - Parents will be allowed to drop their students off in the student parking lot and they will be encouraged to use this entrance.
  - The Main Entrance (north side of the building)
    - Students arriving on district buses will be encouraged to use this entrance.
    - Students riding bikes or walking to school will be encouraged to use this entrance.
    - Parents can also drop their students off in the main parking lot and students will be encouraged to use this entrance.
- Students arriving to school after 8:30am will be required to enter through the main entrance doors on the north side of the building.

#### **Ohana Zones (See image below)**

- Students will be directed to sit in their assigned “Ohana Zones” as they eat breakfast and/or wait for their period 1 class to start.
  - Ohana Zone (Blue Beach): Student Commons
  - Ohana Zone (Green Beach): Cafeteria
  - Ohana Zone (Gold Beach): Student Center
- The Ohana Zones will allow for contact tracing during breakfast, beginning of the school day, and lunch breaks. A Google Document will record the student assignments for their Ohana Zones.
- Students will be allowed to enter their period 1 classrooms starting at 8:15am.



- **Sign Placement:**

- Signs near the Bus Drop-Off/Student Parking Lot: "Welcome... Please Make Your Way to Your Assigned Ohana Zone"

- COVID screening signs at the entrance doors with the staff member doing the screening: A list of COVID symptoms and guidance about what to do if you are experiencing a symptom.
- Signs designating “Ohana Zones”
- Physical distancing signs in “Ohana Zones”
- Directional arrows on floor to guide traffic flow.
- “Please Stand Here” dots on floor in areas where lines will form for breakfast and main office/counseling office needs.

### **End of the School Day**

- Students will exit building by using closest exterior doors to their period 4 classroom.
- Student Athletes/Student Activities will wait in their Ohana Zone if they have a practice/activity after school.
- Monday, Tuesday, Thursday, Friday: Grab and Go Meals at the end of the day. Grab and Go food process?
- No locker use.
- Admin presence to support students at the bus lines. Directional and informational signs will be placed to guide students.

### **Signs:**

- Floor arrows to designate directions in the hallways.
- “Keep it movin keep it groovin...please sit in your Ohana Zone”. The guidance is to move to your “Ohana Zone” if you want to talk before class starts.
- Students are allowed to stand outside of the door of their classroom as they wait for the teacher to arrive.

### Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

- **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.

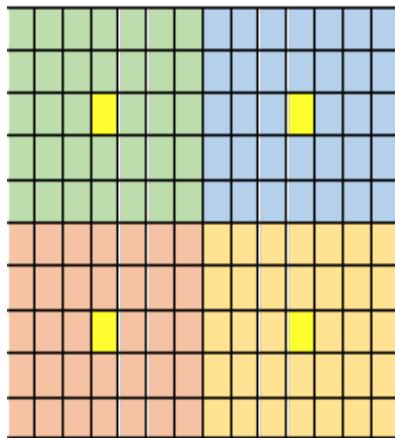
- o Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

## Hybrid Classroom Design

### Overview of the Math

#### 1 Student per 35 sq. ft.

The model below represents 1 student per 35 sq. ft. in the classroom. Each square represents 1 ft. x 1 ft. The yellow represents where the student desk could sit. Student #1 space is in green. Student #2 space is in blue. Student #3 space is in red. Student #4 space is in gold.



### Aloha High School Classroom Example: Room K4: 810 sq. ft. (30' wide x 27' length) total floor space.

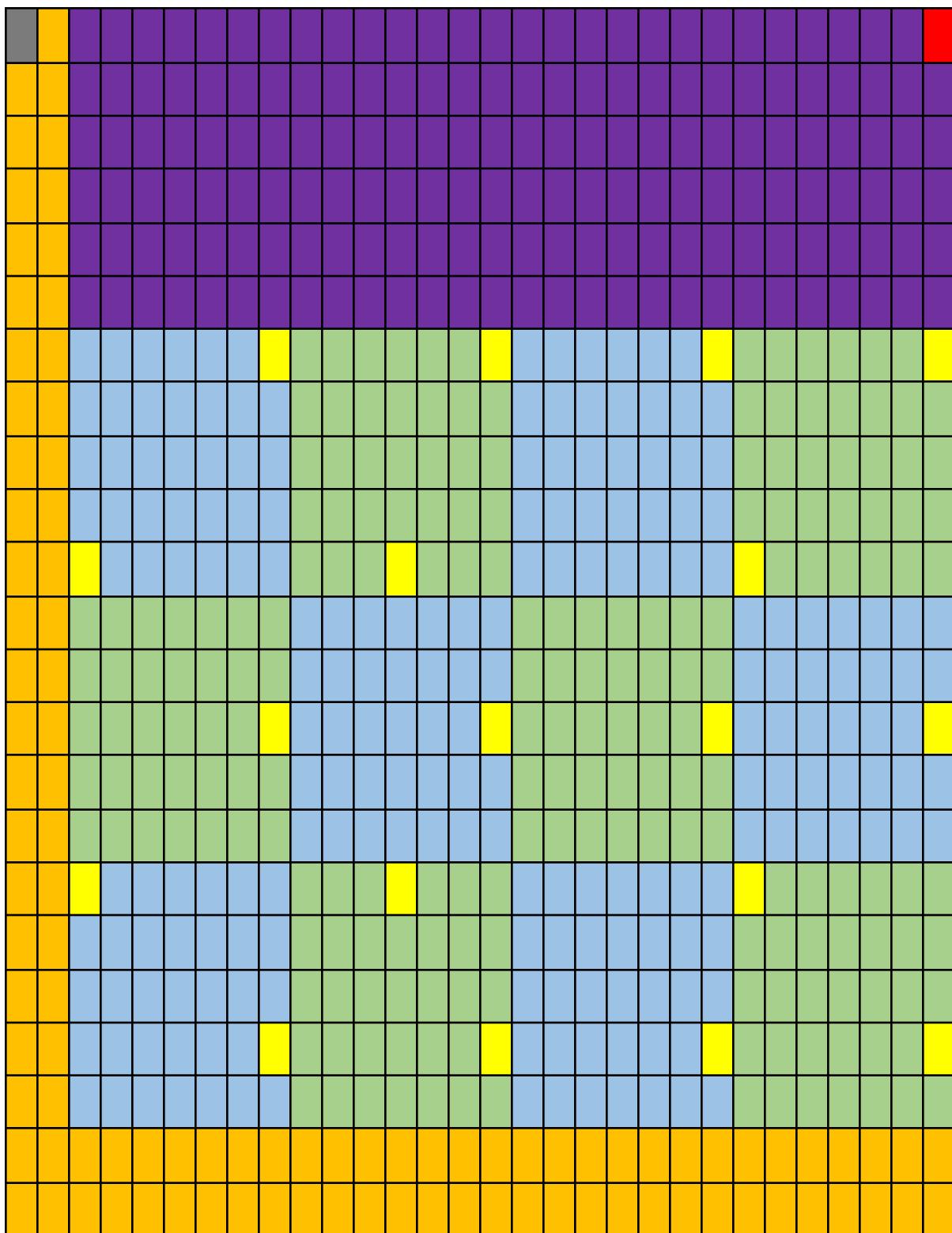
#### The Dimensions

- Room K4 is 810 sq. ft.
- Minus the  $6' \times 30' = 180$  sq. ft. of teaching space in the front of the room. Therefore,  $810$  sq. ft. -  $180$  sq. ft. =  $630$  sq. ft of student learning space.
- Use the parameter of 1 student per 35 sq. ft.
- We get  $630$  sq. ft. /  $35$  sq. ft. =  $18$  students.

#### Key:

- Each square represents 1' x 1'.
- The yellow square represents the space where the student will sit.
- The blue and green squares represent a  $7' \times 5' = 35$  sq. ft. space for the student desk and learning space.
- The gray square represents the entrance/exit into the classroom.
- The red square represents the location of the teacher's desk.
- The purple squares represent the teaching space. This space allows the teacher an area to move while providing instruction and keeps them 6 feet from the students in the front row.
- The orange squares represent the student walking path to enter and exit the classroom. The model below allows students a 2' wide path to enter and exit.

(See model on next page)



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

- Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's [Specific Guidance for Outdoor Recreation Organizations](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

## Plan Details for 2g.

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

### **Beginning of the School Day (Arriving and Entering the Building)**

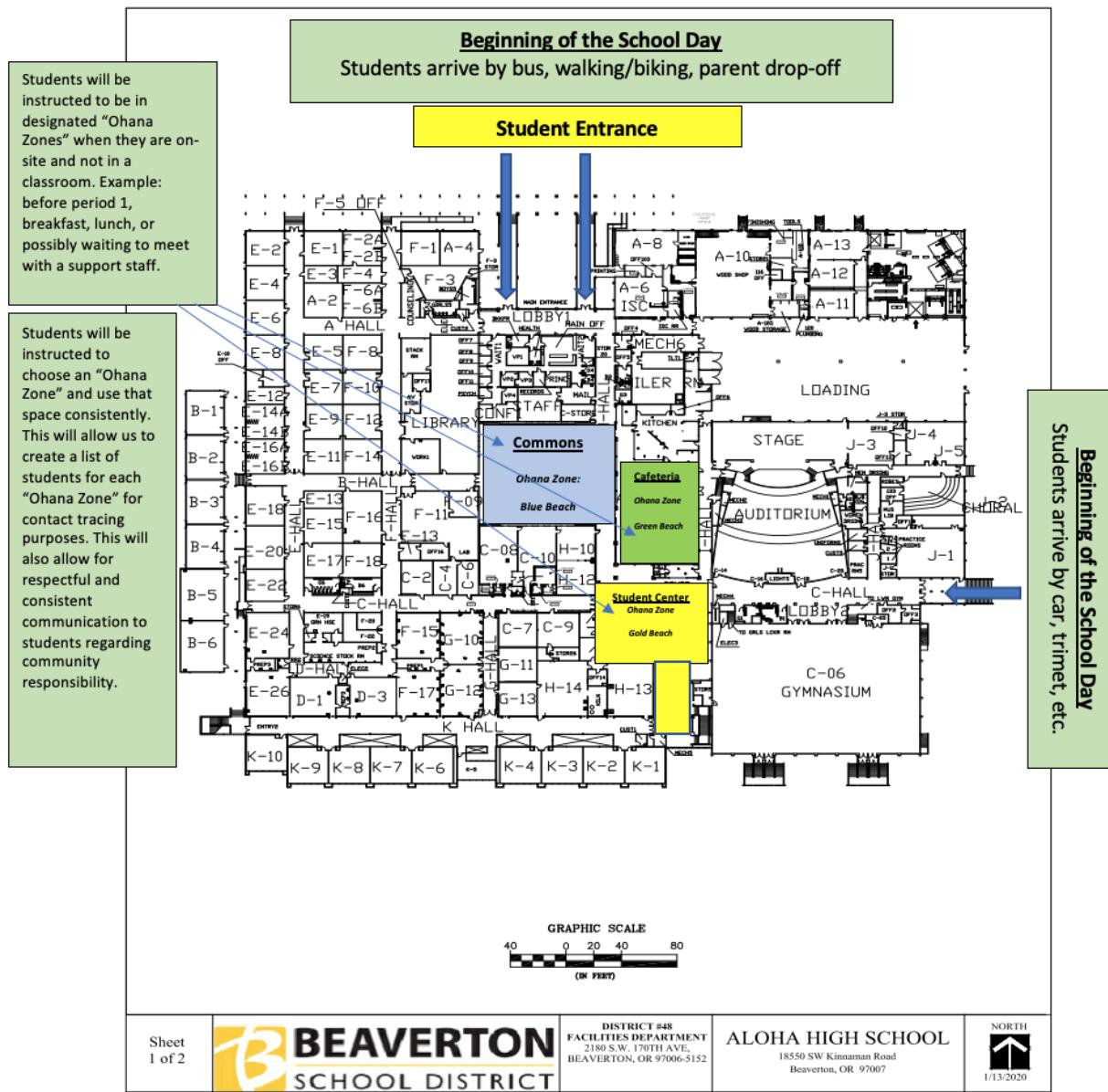
#### **Students:**

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- Students riding bikes or walking to school will be encouraged to use this entrance.
- Parents can also drop their students off in the main parking lot and students will be encouraged to use this entrance.
- Students arriving to school after 8:30am will be required to enter through the main entrance doors on the north side of the building.

**Ohana Zones (See image below)**

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- Students will be allowed to enter their period 1 classrooms starting at 8:15am.



- **Sign Placement:**

- Signs near the Bus Drop-Off/Student Parking Lot: "Welcome... Please Make Your Way to Your Assigned Ohana Zone"

- COVID screening signs at the entrance doors with the staff member doing the screening: A list of COVID symptoms and guidance about what to do if you are experiencing a symptom.
- Signs designating “Ohana Zones”
- Physical distancing signs in “Ohana Zones”
- Directional arrows on floor to guide traffic flow.
- “Please Stand Here” dots on floor in areas where lines will form for breakfast and main office/counseling office needs.

## **Nutrition Services (Breakfast, Lunch, and Grab and Go)**

### **Breakfast**

- Students have the option of receiving breakfast 7:45am - 8:15am. Free food.
- Wednesday: Curbside meals - for CDL
- Signs needed:
  - In the athletic lobby and the main lobby/h-hall...
  - “Breakfast is available 7:45am to 8:15am. Please eat your food in your assigned Ohana Zone.”
  - Table signs with guidance... ”Please sit in designated seats, maintain social distancing, masks required unless you are eating or drinking”
  - Line signs...
    - Use the Bento and the two main cafeteria line for breakfast/lunch.
    - Line entrance signs
    - Social distancing dots on the floor as they wait.

### **Lunch**

- There will be two lunch periods:
  - 1st Lunch Time: 11:25am - 11:55am
  - 2nd Lunch Time: 12:40pm - 1:10pm
- Students will be released from their classes to attend either lunch or move onto their next class period.

## **Student Operations and Traffic Flow**

### **Passing Period**

- Students are allowed to take care of personal needs during the passing periods:
  - Use restrooms

- Walk out into their Ohana Zone
- Make their way to lunch or onto their next class period, depending on which lunch they have.
- Students will have the 10 minute passing period to make their way to their destination. Students will not be allowed to congregate in areas of the building besides their Ohana Zones as much as possible.

### **Grab and Go Meals @ 2:30pm**

- Starting at 2:30pm, there will be a food station located in the Student Center and the Main Cafeteria. Students will have access to a Grab and Go meal on Monday, Tuesday, Thursday, Friday.

### **End of the School Day**

- Students will exit building by using closest exterior doors to their period 4 classroom.
- Student Athletes/Student Activities will wait in their Ohana Zone if they have a practice/activity after school.
- Monday, Tuesday, Thursday, Friday: Grab and Go Meals at the end of the day. Grab and Go food process?
- No locker use.
- Admin presence to support students at the bus lines. Directional and informational signs will be placed to guide students.

### **Signs:**

- Floor arrows to designate directions in the hallways.
- “Keep it movin keep it groovin...please sit in your Ohana Zone”. The guidance is to move to your “Ohana Zone” if you want to talk before class starts.
- Students are allowed to stand outside of the door of their classroom as they wait for the teacher to arrive.

### **Restrooms/Water Filling Stations**

- Students will be allowed to use restrooms. There will be a posted sign at the door of each restroom to provide guidance about occupancy and cleaning.
- There will be water-bottle filling stations around the building for student and staff use. The regular water fountains will be closed to use. Please review map below for all restroom and water-filling stations.

### **Hall Passes/Restroom Passes**

- Students will be allowed to leave class to take care of basic needs or to access support.
- Teachers will use discretion to limit the number of students who leave at one time.
- Teachers will keep record of the students who leave to use the restroom.
- Teachers will fill use the “Green Hall Passes” for all purposes:
  - Restroom use
  - Going to the Main Office
  - Going to Counseling Office
  - Going to talk with a Support Staff
  - Etc.
- We will NOT be using a shared hall pass for any purpose during the hybrid model.

**Signs:**

- Signs at all restroom entrances. “X amount of students allowed in the restroom at one time.”
- “Please wash your hands” (COVID Protocol)

**Staff Operations and Traffic Flow**

**Beginning of the School Day**

- All staff will sign in everyday they are in the building for contact tracing purposes.  
Use this link to sign in...[Staff Sign-In Form](#)
- The new staff keycard can be used to open exterior doors starting at 6:30am.
- The building is open from 6:30am to 4:30pm. Staff are encouraged to exit the building at 4:30pm. This will allow our custodial staff time to disinfect and clean the building for the next day of school.
- Most staff will park in the main parking lot on the north side of the building.
- Staff will be allowed to park in closest proximity to their office or main classroom space if they choose.
- Most staff will enter through the main entrance doors.
- Staff will be allowed to enter through the doors that are in closest proximity to their office or main classroom space if they choose.
- Staff will be prepared for students in their classrooms at 8:15am.

**Office space**

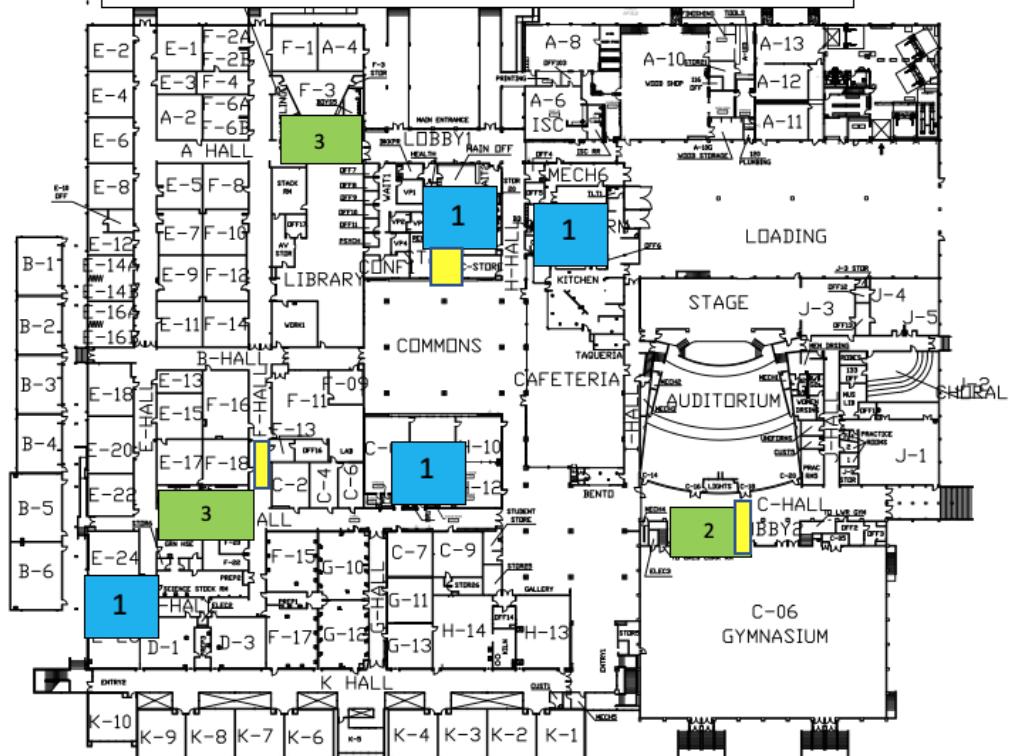
- Certified Staff and Classified Staff will be assigned to an office space. In some cases, a teacher's classroom will be their office space. In other cases, a teacher/staff will be assigned an office space outside of their classroom.
- Teachers can use their office space/classroom space before/after school, during their prep period, passing period, and lunch break.
- Social distancing protocols are required in all classrooms and office spaces. 1 person per 35 sq. ft. and maintain 6 feet of social distance while in the space.

### **Restrooms**

- Staff are allowed to use student restrooms and/or staff-only restrooms. There will be designated occupancy maximums for all restrooms. Please review the map below for all restroom locations and occupancy maximums.

## **Restrooms and Water-Filling Stations**

Restrooms highlighted in green  will be open for use by staff and students. The number in the green box represents the maximum number of occupants allowed in the restroom at a time. Restrooms highlighted in  are for staff-use only and the number represents the maximum occupancy in that restroom. Water-filling stations are highlighted 



#### GRAPHIC SCALE

(IN FEET)

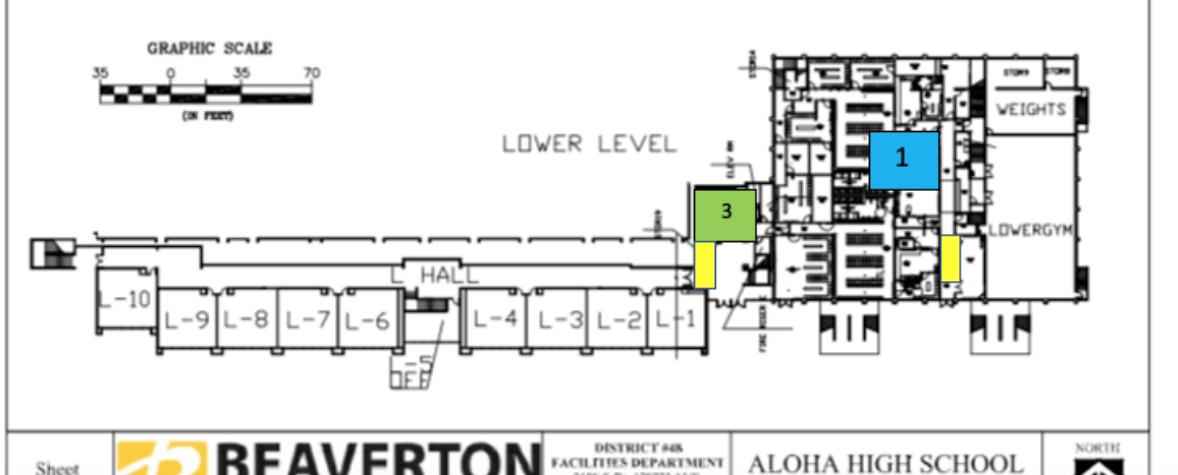
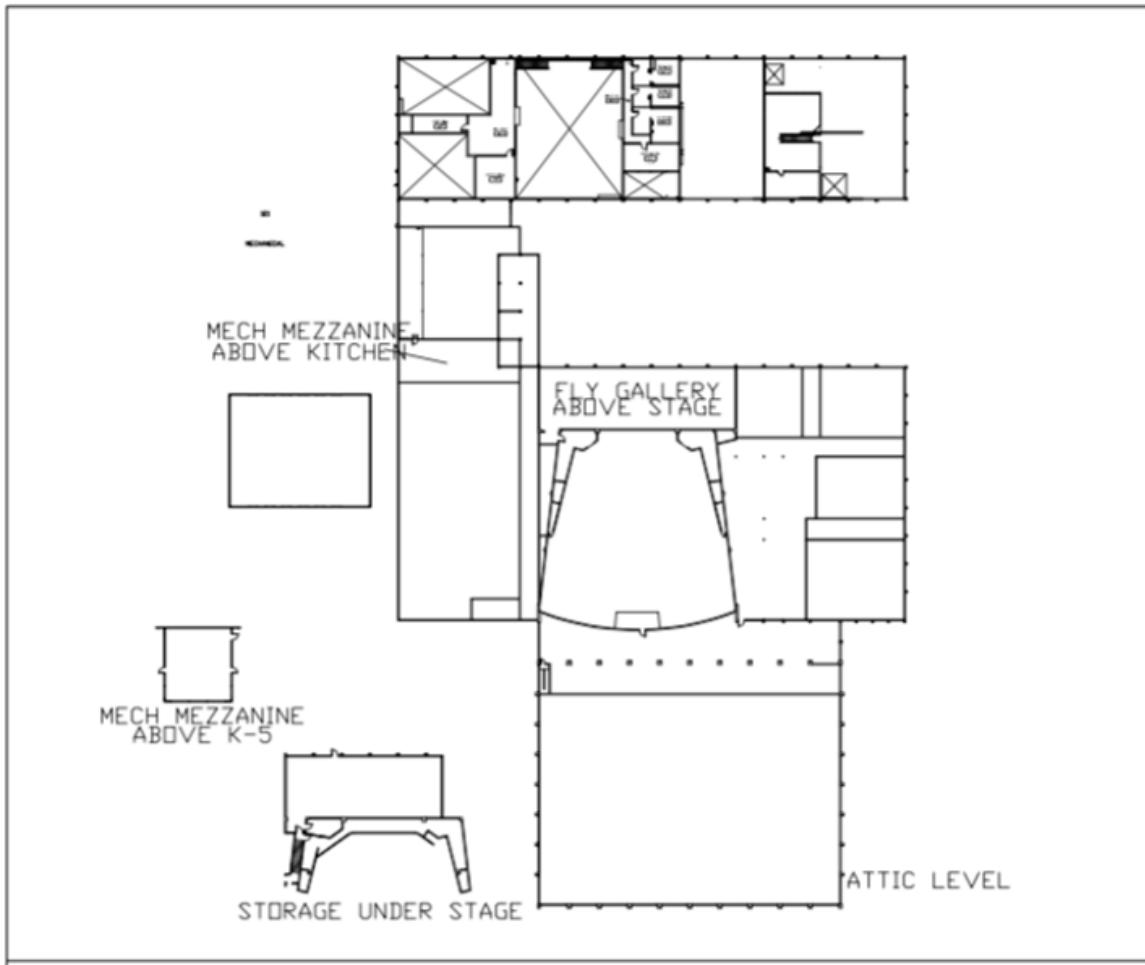
Sheet  
1 of 2



**DISTRICT #48  
FACILITIES DEPARTMENT  
2180 S.W. 170TH AVE,  
BEAVERTON, OR 97006-5152**

**ALOHA HIGH SCHOOL**  
18550 SW Kinnaman Road  
Beaverton, OR 97007





Sheet 2 of 2	<b>BEAVERTON</b> SCHOOL DISTRICT	DISTRICT 448 FACILITIES DEPARTMENT 2196 S.W. 176TH AVE. BEAVERTON, OR 97006-5152	ALOHA HIGH SCHOOL 18550 SW Kinnaman Road Beaverton, OR 97007	NORTH 1/13/2020
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### **Staff Lounge**

- The Staff Lounge will be an open space for staff to relax during breaks, use the water filling station, use the microwave, or eat lunch.
- There will be a limited capacity posted at the entrance into the Staff Lounge.
- In order to maintain social distancing, there will be designated spaces for staff to sit.

### **Staff Accessing Resources or Support**

- Staff will inevitably need to access support from the main office, custodial staff, and other support staff during the school day.
- Here are the steps a staff member can take to get their needs met:
  - For non-urgent situations, please start with an email or phone call.
  - If a staff member needs to enter the main office or counseling office for support, please maintain social distancing and avoid large group gatherings in the main office and counseling office.
- The purpose of the guidance above is to ensure that staff get their needs met, while respecting the social distance that our office staff deserve while serving our school community.

### **Staff Production Room**

- The production room will be open and available for staff to use during the school day.
- There will be cleaning wipes available for staff to wipe down any machines or resources they have used in the production room.

### **Classroom Operations and Protocols**

- Staff will be in their classrooms starting at 8:15am.
- Communicate desks that are designated for student-use. Dot stickers “Please Sit Here”
- There will be a sanitation station in each classroom with supplies:
  - Hand sanitizer
  - Clorox wipes and/or district cleaning solution with paper towels for wiping down desks and other items.
  - Additional masks will be available if a student or staff has a need for one.
- Students will be issued a “Green Hall Pass” (supplied by main office) when they need to leave the class for any reason. Examples are:
  - Restroom Breaks (One student at a time)
  - Access support in the main office/counseling office
  - Meet with support staff
  - Meet parent/guardian in the main office

- We will not be using a shared hall pass in any classroom or program.

#### Requirements for 2h. MEAL SERVICE/NUTRITION

- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the ***Ready Schools, Safe Learners*** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least 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.

#### Plan Details for 2h.

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

#### Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j 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.
  - o 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.

- o 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.
    - 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.
  - o If arriving at school, notify staff to begin isolation measures.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to [the CDC order](#).
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h 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.

#### Plan Details for 2i.

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

#### Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.

- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

#### Plan Details for 2j.

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

#### Requirements for 2k. HEALTH SERVICES

- OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.
- Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

#### Plan Details for 2k.

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

## Requirements for 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
  - Contact tracing
  - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
  - Quarantine of exposed staff or students
  - Isolation of infected staff or students
  - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
  - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
  - Ensure at least 64 square feet of room space per resident
  - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
  - Configure common spaces to maximize physical distancing;
  - Provide enhanced cleaning;
  - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

### Exception

- 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:
  - They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.
  - The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
  - There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
  - Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
    - Limit travel to essential functions.
    - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
  - Any boarding students newly arriving to campus will either:
    - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
    - Quarantine on campus for 14 days.\*

- A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
  - Student transportation off-campus is limited to medical care.

#### Plan Details for 2l.

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

#### Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
  - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
  - Fire drills must be conducted monthly.
  - Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
  - Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

#### Plan Details for 2m.

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

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

- Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.

### Plan Details for 2n.

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

- *Aloha High School administration team is modifying the current Behavior Management Plan to prepare for the Hybrid Learning Model.*
- *A few of the key changes to the Behavior Management plan are:*
  - *Students will not be assigned to In-School Suspension*
  - *A Wellness Team will be in place to support students who are dysregulated.*
  - *Administration will support students who are in violation of a district behavior policy.*
- *Collaboration between the following staff will guide the response to a behavior incident and students who are experiencing dysregulation:*
  - *Student Manager*
  - *Administration*
  - *Counselors*
  - *Special Education Teachers*
  - *Social Workers*
  - *Campus Supervisors*
  - *Mentors*
- *A review of Individual Education Plans will be conducted to create a proactive plan for students who may need additional supports to regulate behavior.*
- *Students will be assigned to a daily Homeroom class that will connect them to two staff members as mentors and to provide key information about school information.*
  - *The Homeroom model will allow students to understand the community responsibilities so they can have a healthy experience.*

## Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

- Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE must not be re-used.

### Plan Details for 2o.

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

## Response to Outbreak (Section 3 of the RSSL Guidance)

### Requirements for 3a. PREVENTION AND PLANNING

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

### Plan Details for 3a.

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

### Requirements for 3b. RESPONSE

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

### Plan Details for 3b.

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

### Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

### Plan Details for 3c.

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

## ASSURANCES

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

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

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

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

Does statement 1 apply to your school?

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

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

Does statement 2 apply to your school?

## Assurance Compliance and Timeline

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

- Section 4: Equity

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

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

School's response: